

Brussels notebook

Big Wig in action

Mr Ivor Richard, QC, the former Labour MP, ex-Ambassador to the United Nations and British security council delegate, and now Commissioner for Employment, Social Affairs and Education at the European Community, is a big, genial man who looks out on the world through heavy horn-rimmed spectacles.

His office on the thirteenth floor of the huge Berlaymont building in Brussels, has the spacious proportions appropriate to a man built on Cyril Smith lines. It is the paneled, comfortably furnished room of a Big Wig - where, in the peculiar EEC mode, the pressures of high office are tempered by its essential powerlessness. For some this might be acutely frustrating. Mr Ivor Richard, on the other hand, seems to have been conspicuously successful. He seems to have political legerdemain to conjure up the impression of authority on which to base the illusions of action.

Action is, of course, a relative term. In some matters, the Community can act quite directly by making a regulation which has the force of law in all the 10 EEC countries. At the other end of the spectrum, action can mean nothing more than publishing papers or initiating discussions. Between the two extremes, there can be infinite variations and combinations of the familiar themes of innovation, ranging from stirring declarations of policy in general terms, to large or small programmes or pilot projects and grants-in-aid.

One reason why Ivor Richard's Division Five can make some impact

is because he has his hand on the EEC social fund. Last year Britain received £135m from the Social Fund - £47.6m of it for the Youth Opportunities Programme.

As nascent readers of *The Times* will be aware, the world is now eagerly awaiting the Commission policy paper on 16 to 19 and the transition from school to work. Hywel Jones, who has looked after EEC's tortured efforts to mount an education programme from the time when Ralf Dahrendorf became the first EEC commissioner with responsibility for education, is now one of Richard's right-hand men. Early in the New Year, the Commissioners collectively will be asked to adopt proposals for a "youth guarantee" for all young school-leavers. This would imply, eventually, an obligation on all member states to provide industrial training and vocational preparation for all young school leavers up to 18 as an alternative to unemployment.

The proposals haven't got this far without strong encouragement from the Ministers, and when the terms appear it must be expected that they will fall within the present consensus - that is, they will follow the lines along which policy in many of the member states is already developing, and will not conflict with - for example - the already well-articulated German apprenticeship/vocational education arrangements.

There were some disturbing suggestions - not from Mr Richard's division - that the proposals might be wrapped up in the Utopian trappings of permanent education and plans to link the crisis management of youth unemployment with the wholesale reorganization of upper secondary education.

Some of the Richard entourage would like to take the opportunity to turn traditional sixth forms, gymnasia and lycées upside-down and rout the academics by forcing all through the mill of vocational preparation. If they get their way, which must be pretty unlikely, it won't make it any easier to get Community agreement on the more immediate need for action. To any use, the Commission's policy statement has to chart a very narrow course between banality and Utopianism. If it is too earth-



Mr Ivor Richard.

bound, it will make no impact; too idealistic, it will disappear in hot air. It is not, by any means, obvious that the Eurocrats have any better idea than anyone else how to present the happy mean.

If the policy is agreed next summer, then it can be expected that the Commission will want to use the Social Fund to encourage the development of good education and training packages, such as the Super-YOP programme which Mr Tebbitt is expected to announce next week. Whether, in the end, much will happen as a result of the EEC initiative which wouldn't have happened otherwise is a moot point. If you ask this question in the Berlaymont, people are inclined to discount it as a very English question. The usual answer is to point to developments in Southern Italy or Ireland which owe their origin entirely to the intervention of Brussels, or so they say.

Let us hope they are right. It would be impossible to work in the Brussels bee-hive without the consolation of feeling that you are doing some good. Ivor Richard has clearly performed the first task of a good Commissioner in giving his staff a feeling that they can achieve something. At any rate, their devotion to Europe is genuine enough for them to have signed up for the Social Democrats in droves. Or so the rumour goes.

Stuart Maclure

Personal column

Ted Wragg

Germfree adolescence

Have you grown six to eight inches in the last year or two? Do you pay special attention to the small nids claiming miracle cures for acne and pimples? Is your sleep regularly disturbed by nightmares about your hair and teeth falling out? Do you regard parents and teachers as members of the Gestapo?

If your answer to all these questions is yes, then it is likely that you are in that confused stage of development known as adolescence. Alternatively, there is an outside chance that four affirmative replies mean you have just been promoted to a headship.

For most people adolescence is a period of strange paradoxes: energy and apathy, friendliness and hostility, childhood and adulthood, high hopes and deep anxieties. As a parent I have learned to live with and love this period of intense self-sorting. My six-year-old son may be difficult to find, but a quick tour of the mirrors in the house soon rounds up the teenagers.

On the occasion I put in my first guest appearance as a student teacher before a class of 15-year-old boys, I discovered more about adolescence in 21 seconds than I had learned in the previous 21 years.

Arriving at the classroom door, my arms laden with the more aggressive boys, knowing a student was due, were wedging the door. Mentally thanking my tutor through clenched teeth for his helpful tip about not having discipline problems if your lessons are interesting, I barged my way in only to discover the rest of the class, far from being rebellious, were either draped around the radiators, or reading well-thumbed copies of *Don't Dare Me Sugar* and *You Too Can Have a Body Like Mine*.

Announcing that we might start some work had the effect of an SAS stun grenade, and got the derision reserved for last year's styles. Limp bodies, used to nothing more energetic than raising an eyebrow when asked to wash the pots, slumped somnolently over desks.

When nature has ordained that you shall soar three to six inches in one year, with your hands and feet ballooning first so that you drop everything and trip over the dog, you have to conserve most of your energy for growing.

Meanwhile, down the road at the girls' school my fellow apprentices struggled to notice the girls away from Valentine, and dreams of

Break

Quango floating

Meanwhile, back in Britain, the word is still that educational quangos are dead, long live educational quangos. While we wait to see what happens to the Schools Council, and whether it will ever need a new chairman to succeed John Tomlinson when his extended term of office runs out at the end of the year, attention has turned to the new Committee for Local Authority Higher Education.

As we went to press, it seemed that the original intention to make an early announcement of the independent chairman's name had met a minor obstacle, since nobody could be found acceptable to all sides, the Government's first choice from the list of great and good, Mrs Mary Warnock, having been greeted with antipathy by the local authorities, still smarting from her suggestion to the Select Committee on Special Education that they might attempt integration on the cheap.

Plans are nevertheless going ahead to advertise the post of secretary to the new body, and odds are already being freely laid on likely candidates.

At present the best informed money is going on John Bevan, ILEA's intelligent, pugnacious and highly respected chief of further and higher education, especially since the job is said to have been virtually tailor-made for him. But can the Government afford him?

If party with the University Grants Committee is to be the guiding principle (and it probably is), the

new overlord of the polys would only be on the same salary level as a DES under secretary. Although the present secretary to the UGC, Geoffrey Cockerill, ranks as a deputy secretary (salary circa £26,915), when he retires next year the Government plans to downgrade the post to under secretary level (£22,951 including London allowances). Since Mr Bevan, ILEA's number two, now has a salary not unadjacent to £27,500, it might be difficult for him to accept the post on those terms.

There could be another candidate from the local authority world if Peter Coles, the able and equally well respected under secretary for education of the Association of County Councils, decides to throw his hat into the ring.

Also strongly canvassed are the names of two weighty contenders, Mr Dudley Fiske of Manchester and Michael Harrison of Sheffield. Either might welcome a change from the struggle to keep their local education boats afloat despite the cuts, local politics and Sir Keith Joseph. Both are on about the right salary level now, though the London housing market might call for a little more inducement.

"It's still probably a starter for an elder statesman of the provincial world, but only just", was one insider's comment last week.

Disciplined frenzy

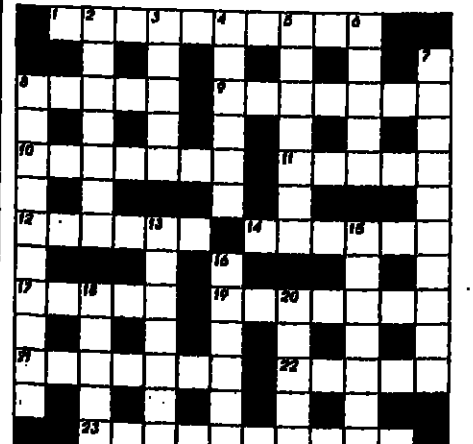
If, on a windswept car park on the edge of Birmingham, you ever get a chance to see a non-commissioned officer of the Confederate Cavalry talking to an elaborately legerdemain and epauletted 12-year-old Teutonic Hussar bugler, you may rest assured that what you have stumbled upon is not a product of last night's stilton, but a real manifestation of that annual celebration of disciplined frenzy, the British Marching Band Championships.

Aristides

Next week

■ "Only the MSC has set its sights on the major part of the problem... By running away educationists have betrayed a trust." Eric Robinson states the case for a coherent 16-19 policy, run by one department of state. ■ Wynne Harfen, principal author of the new APU report on primary science, writes about the background of the survey. ■ Books: German history: Douglas Johnson on Bismarck; Tony Becher on curriculum evaluation. ■ Special pages on Religious Education.

TES Crossword No 29



by Rufus

- Across**
- 1 Boy going to school in Suffolk (10)
 - 8 Gaffer it's what people may go to church for (5)
 - 9 He enters the office uninvited (7)
 - 10 Doesn't hurry from Storn (7)
 - 11 Does nothing to correct the slide (5)
 - 12 Medicines that vary in cost (5)
 - 14 Fixed part of the turbine (6)
 - 17 So the reformed show (5)
 - 18 Word of praise (7)
 - 21 Labels for matches (7)
 - 22 Picking-up points (5)
 - 23 Project requiring initiative (10)
- Down**
- 2 Tall one was in delight (7)
 - 3 Spring edition (5)
 - 4 Retirement for the game (6)
 - 5 His visitors may take a dim view of him at first (7)
 - 6 Turn-out a bad school? (5)
 - 7 One may have to job (5)
 - 8 Shares in growing concerns (10)
 - 13 He quibbles about what after the bill goes up (7)
 - 15 Number of workers that pay rent (7)
 - 16 One drink after another (6)
 - 18 Share a hole (5)
 - 20 Wood spirit (5)
- Solution to Puzzle No 28**
- 1 Boy going to school in Suffolk (10)
2 Tall one was in delight (7)
3 Spring edition (5)
4 Retirement for the game (6)
5 His visitors may take a dim view of him at first (7)
6 Turn-out a bad school? (5)
7 One may have to job (5)
8 Shares in growing concerns (10)
9 He quibbles about what after the bill goes up (7)
10 Doesn't hurry from Storn (7)
11 Does nothing to correct the slide (5)
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22 Picking-up points (5)
23 Project requiring initiative (10)

School inquiry

A team of trouble-shooters has been sent into a Suffolk school to try and sort out a longstanding conflict between the head and staff.

Suffolk County Council announced last week it was sending a team of three into Sudbury Upper School to investigate the organization and functioning of the school.

The move follows 18 months of tension and bad feeling at the school. Clashes have arisen over a wide variety of issues, including the production of a school play and the supervision of a probationary teacher.

About a year ago, Mr Duncan Graham, Suffolk's chief education officer, addressed the staff in an attempt to defuse the situation. At the time, the school governors passed a vote of confidence in Mr Gordon Gordon, head of the 1,100-pupil school.

Since then the head has instituted disciplinary procedures against two teachers, while two members of staff have taken up grievance procedures against the head.

The TES

The issues of *The Times Educational Supplement* for December 25 and January 1 will be published as usual. Copies should be available on Thursday, December 23 and Friday, December 24, respectively, in view of the Bank Holiday arrangements.

No part for DES in new training scheme

by Mark Jackson

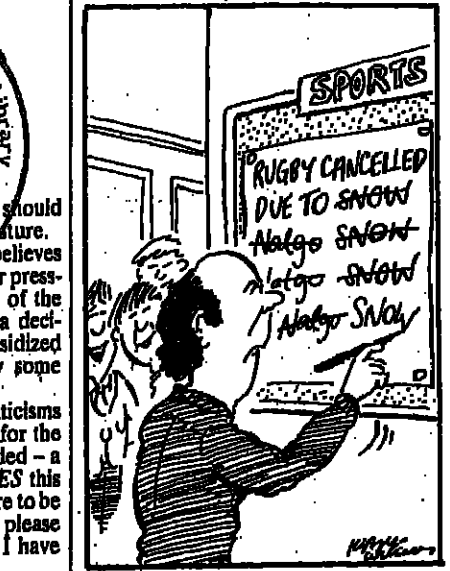
The Department of Education will play no part in implementing the new Government proposals for training the unemployed 16-year-olds announced this week although they involve many thousands of extra students and massive new spending for the education service.

The scheme (whose education service implications are reported on page 9) is to be controlled, and funded entirely by the Manpower Services Commission, which is being encouraged by the Government to set up new local arrangements for working directly with education authorities and with others involved in education and training.

Colleges and teacher organizations are dismayed by the DES's virtual withdrawal from what its own inspectorate calls "the new FE".

The Department has already given up any say in the now rapidly expanding Unified Vocational Preparation programme for young workers.

Behind the Government's announcement that it is backing the Manpower Service Commission plan to make its training grants to employers conditional on reforms to the apprenticeship system, is a decision to



Rugby tackle

Town hall trade unionists have tried to get rugby banned in a city's schools.

A resolution has been passed by the town hall branch of NALGO, the white collar local government union in Manchester, calling for the withdrawal of facilities to play the game.

Members argued that rugby has links with South Africa and playing it is an expression of support for apartheid.

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Job threat to college head

by Hilary Wilce

Local councillors have decided to appoint nationally for a director for the new college, which will be merged. The decision is seen in some quarters as a direct attempt to oust Mr Eric Robinson, the outspoken principal of Bedford College.

"I certainly see the present moves as a direct threat to Eric Robinson. It is a reopening of wounds which have developed over the years between the council and the college," Mr Michael Whitaker, chairman of the governors of Bradford College, said.

Moves to merge the two colleges have been underway for about 18 months. During this time the principal of Bedford College, Mr John Robinson, has obtained another job, leaving only one principal in position.

This week Bradford's education committee agreed to advertise for a principal for the merged colleges, and to set up an appointment committee. The decision sidesteps advice from the Department of Education.

Mr Dale Smith, chairman of the Bedford College governors, said it would be vital to have a substantial involvement of all parties in the appointment. A lack of this would affect future relations between the college and the authority.

Relationships between the authority and Bradford College have long been strained over issues of college autonomy and who should decide such matters as staff grading. Of late relationships have deteriorated.

Mr Alan Jones, Bradford's assistant director of educational services, said the decision to advertise the post nationally in no way precluded potential employees applying for it.

Mr Whitaker said he seriously doubted whether Mr Robinson would apply for the job under these circumstances. Mr Robinson had been treated "abominably" recently, and had a very difficult few months.

Mr Lawton said: "I think it was



Down and out in London: one of the photographs of the less glamorous side of life in the capital which form part of an exhibition entitled "London calling". Organized by the Piccadilly Advice Centre which helps young, homeless people, in London, the exhibition aims to show what life can be like without a home, money or a job in the big city. The centre hopes it will discourage some young people from coming to London and at least give others a realistic picture of what could happen if they fail to find work. The exhibition is now in Nottingham, and will move to Manchester and Liverpool. (Picture: Chris Swartz)

Teachers prepare for fight over 4% pay ceiling

by Richard Garner

A conflict over teachers' pay in the New Year was looking increasingly likely this week. Teachers' leaders were warned they could not expect to break through the government's four per cent pay cash limit policy in the same way as local authority manual workers have done.

Mr Alistair Lawton, leader of the management panel on the Burnham Committee, which negotiates teachers' pay, said: "There is certainly no question of that settlement establishing what will be the general level of settlements for the public sector."

Britain's council manual workers were offered a pay deal ranging from between 6.3 per cent and 7.8 per cent, which put an average 6.9 per cent on the local authorities' wages bill for them. The unions have yet to accept the deal and it is now being considered by their members.

Mr Lawton said: "I think it was

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Mr Tebbit's £1 billion programme

The Training White Paper published on Tuesday is clearly one of the most important public documents of the past decade. By opportunity, out of necessity, the offspring of the recession is going to change the social environment in which young people grow up. It marks the end of a world in which juvenile employment is the normal expectation of 16-year-old school-leavers.

It heralds a new dispensation in which education, training and vocational preparation, or a mix of all or any of these, become the normal experience of all older teenagers. It represents a stride forward from the raising of the school-leaving age to 16, in the direction of a youth guarantee for all, to 18.

To hail it as a White Paper of the first importance is not to suggest, either that it is certain to be carried into effect, nor yet that its every proposal is to be welcomed without reserve. But it is important - before discussing detailed propositions - to note how far consensual opinion has moved. It is deeply regrettable that it should have taken the evils of mass unemployment to bring this about. But whatever the cause, the chance of a break-through has been created, and the important thing now is to capitalize upon it.

As Eric Robinson's article on page 4 shows, there is a great deal to be done, much of which lies beyond the scope of Mr Tebbit's White Paper. This makes no pretence to look at the 16-19 generation as a whole. This is a fundamental weakness. Nevertheless it has direct consequences for the colleges of further education - an increase of some 100,000 in the full-time equivalent students - and it is bound to increase enormously the potency of the cash-happy Manpower Services Commission in establishing the priorities of the colleges. There are important matters to be sorted out here which affect staff and students alike. So far the Department of Education seems inclined to leave it all to the Manpower Services Commission which is expected to fund the expansion. The local authorities should resist this top-down power arrangement.

The growth in MSC-funded courses has to be seen against a situation in the colleges in

which students are being turned away from City and Guilds vocational courses for lack of places.

There are important proposals for the future of apprenticeship, including a long-overdue target date for the introduction of recognized standards "for all the main craft, technician and professional skills to replace time-serving and age-restricted apprenticeships." The impending demise of industrial training boards must cast a shadow over the achievement of this aim, but the Government are proposing to arm themselves with a financial sanction to back up their good intentions. Financial support "at enhanced levels" will be made "increasingly conditional" on practical steps in this direction.

Important as all the elements of the package are, however, the core of the new proposals is to be seen in the new "£1 billion-a-year Youth Training Scheme" and the guarantee of a full year's "foundation training" for all those leaving at the minimum age without jobs. The build-up will follow the plans put forward by the Manpower Services Commission, so that a fully-operative scheme should be available for the 1983 summer leavers, by which time the new arrangements for financial support will come into force.

The argument on this will be bitter and there is obviously a risk that the acrimony it will engender will threaten to delay the introduction of the scheme. There are two issues on which opinions will divide. The first concerns the proposed level of the allowance - about £15 a week instead of the £25 a week to which the YOP stipend is now being raised. Voices have been raised on the trade unions and the careers service for the present figure to be increased to £30 and more, question the wisdom of launching the scheme on the basis of a cut in financial support. On the other hand, it does not need a particularly hard head to realize that what is now being set up could eventually embrace a majority of the 16-19s if the guarantee is extended (as it certainly will be) in the later 1980s. There is a great deal to be said for not paying more than pocket money, provided

what can be offered is a genuine training experience with a proper education and training component. Bringing down the level of the allowance lowers the cliff-edge between those in full-time education and those in the youth training scheme and must ease the eventual task of building bridges between the two groups.

The second point in contention relates to the decision that when, in the autumn of 1983, the scheme becomes fully operative, 16-year-old leavers should cease to be eligible for supplementary benefit till September of the year after the year in which they leave school. This has tentatively been described by critics as a "compulsory" element; in reality it is nothing of the kind. It is simply saying that, given the existence of a properly constituted youth training option, with its own financial benefits, those who turn down training cannot draw a welfare payment to do nothing.

This may well split the parties - especially now that the allowance has been pitched at the lower figure - though it is no secret that Mr Albert Booth, when he was Secretary of Employment, was aiming at a similar "either-or" arrangement. Again it would be a great shame if this got in the way: a training scheme of merit should have no difficulty in recruiting and this so-called sanction could well be a sledge-hammer to crack a walnut. It is important to be pragmatic on these matters and not create issues of principle where none exist. The danger must be that Mr Tebbit's other legislative plans will get in the way, and the training scheme will be used as a counter in a wrangle about union immunities.

Finally, there are implications in the White Paper for the schools which have yet to be fully appraised. What will be the effect on the staying on rate - rising relatively rapidly of late - of a more coherent one-year training scheme? When this training scheme becomes an end-on option for all school-leavers at 16, what should this mean for the curriculum in the last years of the compulsory school period? Sir Keith Joseph clearly wants more vocational orientation. Is he right? And when the training scheme has become systematized and institutionalized, how long before the education system bids to annex it? Is this the logical long-term outcome?

Comment

More signs of 16-plus concern

The preparation of content criteria for the new 16-plus examinations is proving every bit as difficult as appeared likely when the Government set out their plans for the new examinations. The concern which it is arousing is evident this week, as in most recent weeks, in our letter columns.

Others share the view of Mr Donald Ramsden, one of the two secretaries of the joint council of GCE and CSE boards which is wrestling with the new examination reported in Bob Doe's article in last week's TES. "If after 11 years at school we cannot say something positive about what the average 16-year old can do, where are we? The most important thing they need is the confidence to tackle another course".

Of course, Mr Ramsden is right - the object should not be to devise a precisely-graded leaving examination on the assumption that it is the normal expectation that 60-70 per cent of the age group are needed in employment. Rather, the examinations and the curriculum behind them should be geared to a world in which there is no work for the early leaver - a world in which discouraging young people from continuing with further education should be the supreme pedagogic crime.

It has to be said that this does not seem to be the view taken by the Government and projected by the parliamentary under-secretary. It must be no part of a concern for

standards to underscore the features of the examination system which contribute to the poor deal the schools now offer those in the bottom half of the attainment range.

And as, moreover, it is for these that the new 17-plus vocational examination is planned, it is important not to take away with the right hand what it is hoped to dispense with the left.

What Sir Keith wants to hear

Professor C. B. Cox has returned to the polemical attack this week (page 6) with a pamphlet - *Education: the next decade* - published as a "personal view" by the Conservative Political Centre.

The crux of his argument remains the same as it has always been: that educational values have been taken over by the left wing, whose Marxism, however diluted and ill-articulated, has gained a generalized "hegemony" in the schools, with its associated emphasis on equality and anti-authoritarianism and its rejection of competition and the intrinsically divisive pursuit of academic excellence.

This, rather than any organizational detail, is what he objects to about comprehensive education. It is this which causes him to oppose sixth form college solutions to the difficulties arising from falling rolls. While they seem at first sight to offer an efficient way of preserving the academic curriculum, they depend on subordinate 11-16 comprehensives. (Tertiary colleges - because of their implicit rejection of an academic hierarchy and their pretensions to even greater egalitarianism - come in for the most severe anathema). And any attempt to make the examination system conform more sensibly to the logic of comprehensive secondary education is rejected.

almost out of hand, because it is this comprehensive logic which Professor Cox eschews.

His own recipe, briefly outlined in the closing pages of this short, readable and expensive, pamphlet (£1 for 24 modest pages) is a re-hush of super-selective schools to rescue a handful of bright children at 11, 13 and 16 in each locality and to provide support teaching for others who remain in comprehensive schools. As an organizational model it bristles with difficulties at a time of falling roles, even for those who are not ideologically committed to the comprehensive school.

There could be said to be some similarities between what Professor Cox proposes and the supergrammar school proposed in Hereford and Worcester. The assisted places scheme goes some way along the Cox road, and could be developed further (at least in theory) by the Secretary of State without depending on the local education authorities.

The key question, however, concerns the basic premise on which Professor Cox rests his case: can the socialist egalitarian values which he believes to have been uppermost in the education service be rolled back by his own mix of liberal capitalism? Since the first Black Paper, the challenge to left-wing assumptions has been forceful and widespread, but, more recently, as the Labour Party has moved left, nor the radical right.

No Comment

"The tutor librarians envisage it as their role to introduce the library and resource centre materials and services not only to students... but to the concept of an on-going, continuing, 'open' education situation." From a report from the principal of Richmond upon Thames College to Richmond Education Committee, December 7.

Making friends and influencing people

An important announcement from Palo Alto, California, by the president of Stanford University, Dr Donald Kennedy, has come to Stanford to "a three-year study of educational policy, curriculum, teacher-preparation, and faculty will be involved with other schools and social sciences [and]... from the sciences and humanities".

The study, which will be jointly led by Dr Kennedy and Dean Myron Atkin of the Stanford School of Education, marks a determined effort on the part of the university to demonstrate the commitment of a top level, American private university to public education.

For many years, Stanford has had one of the most highly regarded schools of education. One of the ways in which it has achieved such high standing has been by concentrating more and more on research in the social sciences, notably psychology - research which has had less and less direct bearing on the life and work of the ordinary schools.

Dean Atkin, however, is "a schools man" intensely interested in the process of teaching and learning, and eager to engage more of his colleagues with the practical problems of Californian schools. To enlist the support and direct participation of the president of the university is a major achievement. It indicates the political as well as pedagogic importance of the issues in question.

Among these are the beleaguered state of the school systems faced with many of the financial and demographic pressures which beset the education service in this country, and the need felt by a private university with an annual consolidated budget of \$460 (£245m) to keep open lines of sympathy and encouragement to the public sector.

Stanford is not alone in looking closely at the contribution it can make to the public schools. The University of California at Berkeley has taken a much harsher look at its own School of Education and proposed far-reaching reforms aimed at reducing its scope while extending the services to public education offered by the university as a whole.

Behind all these reappraisals and reviews lies the ambiguous status of education in the top universities. Dr Harry Judge, the director of the Oxford University Department of Educational Studies, who has, himself, worked hard to engage the interests of Oxford academics in the Oxford Educational Research Group (along with the Oxfordshire L.E.A. and schools) recently conducted a study of the place of education and educational research in a select group of top US universities for the Ford Foundation. A book containing his conclusions appears early next year.

The Kennedy-Atkin initiative at Stanford, backed as it is by a formidable body of scholarship and influence, is likely to be a major force in helping the schools and colleges of California recover some of the confidence which has ebbed away over the past 10 years in the face of mounting criticism and the assault on the tax base of the local school boards.

It is worth asking when a British university with the equivalent academic reputation of Stanford is going to do something similar in this country. One reason why Stanford is taking a lead is because, in the American mode, it is a top-flight, private, academic institution in California recognizes that it is part and parcel of the same education system as the schools and colleges of varied quality run by the "public" authorities.

In the long run their fate is interdependent. In Britain, where the universities themselves feel more beleaguered and persecuted than ever, there seems to be little sense of common interest with the schools. But what better than now to mend fences and build the alliances which have been neglected for decades? Stanford's bold initiative deserves to be watched closely. If it were possible to count on full support at the highest levels of academic, in direct and intimate association with those working in the schools and further education, nothing could be more welcome than a similar bold intervention here. Now is the time to by-pass the frozen desert of the DES and set up a strong independent review of the education system as a whole by the best brains in the business.

Stuart Macdonald

Firm chips in to mend computer

by Virginia Makins

Answers that the BBC microcomputer was going the way of the Advantix Passenger Train appear to have been exaggerated.

The machine is a main element in the BBC's imaginative attempt to bring computer literacy to Britain. Three hundred of the machines were due to be delivered by Christmas - many of them to schools. But one of the chips

in the machine went into volume production, and the machines have been held up.

Mr Acorn, which makes the machine, has redesigned the chip and says it has solved the problem.

The machines were sent out this week to the schools that won bids in a Department of Industry competition.

Mr Christopher Curry, of Acorn, says he hopes all existing orders will be cleared by early February.

Consider ability range not just A levels, Sir Keith told

by Biddy Passmore

Secondary head teachers have told Sir Keith Joseph, the Education Secretary, not to take schools' A level performance as the chief criterion of their worth.

Sir Keith should not reject carefully planned and presented sixth form reorganization schemes because of an "obsession" with one traditional pattern, says the 3,000-strong Secondary Heads Association. He should adopt a policy which is seen to be concerned with young people of the whole range of abilities.

The association was submitting its response to the recent draft circular on secondary reorganization and falling rolls, in which the Education

Secretary says he will not normally approve schemes that change or close schools that have "proved their worth", especially in sixth form provision.

His circular followed closely on his rejection of Manchester's city-side 16 to 19 reorganization plan. Sir Keith's main objection to the scheme was that it would have damaged three schools with flourishing sixth forms.

SHA describes the circular as "unhelpful" and asks by what criteria authorities are to judge which schools are of "proven worth". If the Education Secretary simply means the number and grade of A level

passes, that would be "particularly open to criticism at a time when many sectors in society are realizing that there are many other educational criteria, appropriate to the whole being of ability, on which the well-being of our community depends".

The association also stresses that the desire of local parents for single sex schools - mentioned as an important criterion in the draft circular - should not be considered more important than the desire for mixed schools. "Here again", it says, "a well-argued case should not be allowed to fall because it offends some arbitrary principle which is being nationally applied."

Exams unfair to minorities, report says

by Bob Doe

Exam questions should be framed more carefully to make them fairer to pupils from minority groups says a Schools Council report issued free to all local education authorities and exam boards yesterday.

The report, *Examining in a Multi-cultural Society*, warns that many pupils from minority groups can be at a disadvantage in science and maths problems because they are expected to understand unfamiliar words and examples, even though their maths and science may be adequate.

Such pupils could demonstrate their maths and science abilities better if exam boards used more illustrations and diagrams and fewer culturally-biased questions, the report says.

English language exams should contain a choice of essay questions that include situations familiar to minority groups.

Syllabuses would be more appropriate to all pupils if they reflected the diversity of cultures in this country, the report advises. Even pupils from rural areas and cities had different experiences.

The Council's report is based on a conference of examiners, teachers, inspectors and Council staff held earlier this year on this subject.

Examining in a Multi-cultural Society, published by the Schools Council, Send large envelope, with 30 pence stamp to 160 Great Portland Street, London W1.

TLS Editor

The next editor of *The Times Literary Supplement* is to be Mr Jeremy Treglown, at present assistant editor on the paper.

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Ex-union president may quit

The National Association of Schoolmasters/Union of Women Teachers could face losing their former president Miss Christine Skevington (pictured above) to a rival teachers union, writes David Lister.

Miss Skevington, the NAS/UTW's only woman leader, has to choose between the NAS/UTW and the National Association of Headteachers of which she is also a member following a decision at the last NAS/UTW conference to outlaw dual membership with other schoolteacher unions.

Miss Skevington is head of St Heller's girls' school, Jersey, and NAHT leaders are now confident that she is in common with other Jersey heads will remain with them rather than the NAS/UTW.

A decision has to be made by the time of the next NAS/UTW conference at Easter. This week Miss Skevington refused to commit herself.

"On the mainland you can to an extent cut yourself off from County Hall but in Jersey we work so closely together that it is an advantage to belong to the NAHT just as it is to the NAS/UTW," she said.

She added that she was very sorry that the NAS/UTW had outlawed dual membership and her association had voted against the decision.

Mr Nigel de Gruchy, secretary with the NAS/UTW, commented this week: "A head could now be in five unions and have five voices in Burnham. We feel this is unconstitutional and undemocratic."

Race claim rejected

English language schools that insist on their teachers being native speakers of English are not guilty of racial discrimination, an industrial tribunal ruled in Edinburgh this week.

Mr Carlos Cavallo, a 31-year-old native of Chile, had claimed that the Edinburgh School of English Studies refused to interview him for a post on the grounds that they employed only native English speakers.

Labour council plan for peace studies

by Sarah Bayliss

Two education authorities are preparing to introduce "peace education" as the curriculum of its schools.

The Labour council which won control last May after seven years of Tory rule has asked officers to investigate the possibility of introducing a curriculum guidelines on the subject. It is not yet clear whether peace studies will be recommended as a separate subject or whether there will be subjects affecting several existing subjects, such as history.

The programme has been prompted by the Labour council's commitment to "encourage and promote, in conjunction with sympathetic organisations, an educational programme having the effects of nuclear war and the need for nuclear disarmament."

The resolution was passed this morning as part of a package aimed at making Avon a nuclear free zone in the future, and it has been fiercely opposed by the Conservative Council.

"There will be indoctrination not teaching in the alternative view to nuclear disarmament is not put," said Mrs Jean Gillard, Conservative spokesman on education.

Mr Valerie Davey, a Labour member of the education committee, replied that the council also intended to draw on the Avon Peace Education Project which was broadly concerned with overcoming conflict in a non-violent way. Officers were

discussing peace education with the project's founders, Teachers for Peace.

Mrs Davey, a former history teacher who has supported the project, said she believed that in history teaching, for example, many school boy heroes were violent men. "I'm sure that we underestimate the work and courage of pacifists in history," she said.

She expressed concern that the armed forces were invited into schools "with their glossy brochures" and that no alternative explanations to war were presented.

The Avon Peace Education Project has received a £30,000 grant from the Rowntree Trust over the next three years to employ two teachers part-time to promote peace education. They plan to visit schools at the invitation of headteachers, and stress they are not affiliated to the campaign for Nuclear Disarmament.

Mrs Chloe Goodchild, a former teacher at Lawrence Weston comprehensive in Avon, who has resigned from her job to work for the project, said this week that the aim was to explore with children the different ways in which violence was manifest in society, in the home, as well as nationally and internationally.

Mrs Goodchild, who is a Quaker, said: "Children face violence every day but there seems to be little attempt in education to explain it or to ask, is there another way?"

Summit over cash cuts

Sir Keith Joseph, the Education Secretary, was due to meet a deputation from the Council of Local Education Authorities as *The TES* went to press.

It was expected to reiterate that the Government's spending limit was due to be made compulsorily redundant from December 31.

Mr Jack Springett, education officer for the Association of Metropolitan Authorities, said the new spending limit was on a very low base and "still poses some very nasty problems for us all."

Following another private meeting with Sir Keith, Mr David Hart, secretary of the National Association of Headteachers, delivered a gloomy end of year message to his members.

He said Sir Keith seemed "quite unaware" that there had been successive cuts over several years and that there had been particularly damaging mid-year cuts.

"He made the usual noises about the absence of a link between resources and achievement but admitted he had very little defence to our charges about the effect of Government spending cuts on individual schools' needs."

Mr Hart added: "I believe our members and their staffs are crying out for somebody at national political level to pledge themselves wholeheartedly to the needs of our schools and I believe Sir Keith and his colleagues will ignore that urgent demand at their peril."

Whitehall takeover on pay suggested in Green Paper

Time to stop running away

profession. Where then is the - the profession's - concern that the MSC has moved massively into the field with indifference to these freedoms? The institutions, instructors, teachers, supervisors who get no

West Bromwich College of Commerce and Technology has submitted two studies of post-16 provision in its area to the Sandwell education authority, recommending a tertiary college solution to falling rolls.

possible bias towards youth, said: "I am the unwinding of a career." Mr Ball is

It says that contrary to the prevailing myth, the majority of youngsters in custody are neither dangerous nor violent. Most are there as a result

cusses at length a range of proposals for reforming rates, most of which were examined in the Layfield Inquiry on finance some five years ago.

Social Trends also shows that two-thirds of the graduates who are

Another benefit of joint provision is that more leavers from schools are able to use the facilities kept open for them.

Double chips: Jackle and Heather choose the same meal at lunchtime

The four to eight-year-olds are unanimous in their approval of the new system. Wastage is almost nil and

Mrs Hewitt, Norfolk's eastern area meals supervisor has yet to cost the scheme but says children need to spend an average of 53p to make the system self-supporting. She is planning to start another cafeteria in a junior school after Christmas.

Julia Hagedorn

Julia Hagedorn

Dons' leaders

Giving the presidential address at the council meeting of the Association of University Teachers in Basle

He repeated the AUT's determination to use all its resources to prevent the sacking of lecturers, men and women who are highly

the committee of Vice Chancellors and Principals, warned on Monday that a nation which did not value trained intelligence was "doomed."

...shall continue to give hi
priority to shared schemes in t
allocation of grant-aid."

In 1979 the council commission
a team of management consultants

Sharing does work. 185 cc and social costs and benefits of and direct sports provision. Council, 16 Upper Woburn London WC1.

More opt to stay at school

The number of 16-year-olds staying on at school continued to rise last year despite a growing trend for school leavers to switch to further education colleges to take GCE courses, according to figures published this week.

This is shown by the latest statistical bulletin from the DES, *Statistics of Schools in England - January 1981*. Over the past 10 years, the number of pupils over 16 has risen from 222,000 to 310,000, with the proportion aged 16 increasing from 23 to nearly 26 per cent.

The proportion of 17-year-olds in schools, however, has not risen substantially since 1973, although it increased slightly to 16.2 per cent last year.

Overall, numbers of pupils teachers and schools continued to decline last year, with the heaviest falls in primary schools. Total numbers of full- and part-time pupils fell by 213,000 to 8,720,000 and the number of qualified teachers dropped from 481,000 to 472,000.

The pupil-teacher ratio within primary schools improved slightly from 22.7 pupils per qualified teacher to 22.6. Within secondary schools, however, the ratio stayed at 16.6.

Nine out of ten secondary pupils were attending comprehensive schools last year compared with just over one in three ten years ago.

"Statistics of Schools in England - January 1981". DES statistical bulletin 18/81, available from Statistics Branch, Department of Education, York Road, London SE1 7PH.

Bert Lodge on a report that claims schools urge retaliation Rugby teams brutally keen, HMI says

Violence in schoolboy rugby is on the increase and one reason is that school teams have been encouraged to "get their retaliation in first", says a senior official in the Welsh Office education department.

In a confidential paper prepared at the request of the Welsh Rugby Union on the state of the game in Wales, Mr Ivor Morgan, HMI for boys' physical education in Wales, says the game in schools is also threatened by the modern PE lesson, over-keenness to win among heads and governors, and the drift of control in sport towards promoters and sponsors.

The greatest strength of the game at school level is the host of schoolmasters who willingly give up their own time to it.

The preoccupation with winning, and sometimes winning at all costs, was a matter of great concern, Mr Morgan says. Violence in the game was increasing and "sadly it is seen more frequently at school level as well".

Commenting on his paper, Mr Morgan said the expression, "get your retaliation in first" originated during a tour of New Zealand some years ago by the Welsh national team. "Regrettably I think some of our school coaches do 'psych' up their team before an important game."

He thought over-keenness to win among heads and governors added to the pressure on individual teachers.

"Too rarely nowadays is the inculcation of such qualities as sportsmanship, loyalty, losing with grace, giving and taking, seen as a primary objective of games teaching."



Changes in attitudes right down to pupil level are also threatening the health of the game. "No longer is it seen as important to represent the school. In some of our schools, Saturday morning games are becoming a thing of the past and more pupils are looking for Saturday morning jobs rather than taking part in inter-school matches."

The modern PE programme in a comprehensive school is too often likely to be "a mile wide and an inch deep," Mr Morgan says. "It frequently consists of a variety of unde-

manding activities pursued at a low level of performance with little consistency or progression."

The increase in scope and variety of activities attempted has seen the introduction of some very soft options. This has in many cases placed the basics like gymnastics and the major games at risk. It is right to recognize physical recreation as a part of physical education but they should not be confused as synonymous.

Not only are senior pupils in many of our secondary schools given the

chance to develop a widening of recreational skills. "The pressure has spread downwards and some departments allow pupils a choice of activity in their first year."

"It is doubtful whether strategy will be meaningful or of great value since they develop little time to any one activity to develop their skills and standing."

PE lessons for junior pupils should contain little of choice and concentrate on the basics of gymnastics, games, athletics and swimming.

Much that passes for sport, including amateur, is "brutal, disorganised and utterly selfish," Mr Morgan says. At top level it appears to be more and more reserved for a minority who are strongly aided by club and country.

"Sport has become a considerable social force but one of which educationists and other uncommitted authorities are no longer the masters. Rather it tends to be directed by sports promoters, the public, the press and by financial interests."

The future of sport in general and rugby in schools is not entirely gloomy, though.

"There is a tremendous amount of goodwill among members of the teaching profession - clearly indicated by the countless number of dedicated men prepared to give their free time to rugby football and numerous other extra-curricular activities. This is probably the greatest strength of schoolboy rugby."



Boys' behaviour must be dealt with fairly NAS/UWT says.

Clamp urged on black disruption

by Diane Spencer

Teachers are over-indulgent to badly-behaved children of West Indian origin, the second largest teachers' union has claimed this week.

The National Association of Schoolmasters' Union of Women Teachers said this attitude by teachers was an act of judgement. Disruptive behaviour by any pupil should be identified and dealt with firmly.

Mr Fred Smith, the union's deputy general secretary, said teachers were not being helped by the aggressive use of Afro-Caribbean identity which is being exhibited by many pupils from West Indian homes.

The union also said in a comment on the interim report of the Swann (Amey Rampton) committee, including the education of ethnic minority children, that the only acceptable reason for positive discrimination was the existence of educational disadvantage.

Mr Smith said West Indian children do not need special help if they were in school, "so did native British children, the union claims."

An important reason for West Indian underachievement lay in language and cultural differences leaving an adverse base for educational development, it added.

Racial prejudice was an important factor in their unsatisfactory educational progress but the union said the Indian community was too ready to assume and assert that it was a large part.

Further nursery education and an increase in the number of West Indian teachers would help to solve the problem of educational disadvantage, it said.

It was "absolutely opposed to the notion of qualification of standards for teachers and to any device which would favour West Indians, or any other ethnic group, for the purpose of finding employment as teachers."

NUT survey to investigate effects of spending cuts upon classroom staff

Study of stress levels planned for five districts

by Richard Garner

Hundreds of teachers working for five local education authorities will be taking part in an intensive investigation next year to determine whether the level of stress in the profession has increased.

The research project is being launched by the National Union of Teachers with the cooperation of the five authorities concerned - Clwyd, Wrexham, Wrexham, Wrexham, Wrexham.

Mr Doug McAvoy, deputy general secretary of the NUT, said: "We have only just begun to talk to the local authorities about our survey."

"We decided to get a spread of authorities - two urban authorities, two rural authorities and one (Clwyd) with more of a mixture of both. The survey will be carried out by the union's own research department."

The first step will be to collect information about teacher stress and its links with classroom absence and illness. In some working environments, teachers under stress are more likely to suffer from colds or common illnesses.

The union decided upon the sur-

vey because it believes its members are suffering more from stress now than ever. It plans to have it ready for publication next spring.

Teachers taking part in the survey have been guaranteed anonymity. The union may follow-up its initial statistical research into absences with detailed interviews with individual teachers and an attempt to find out how much the cuts in education spending have added to stress in the classroom.

Teachers in Clwyd, one of the areas to be surveyed, also face an upheaval as the local authority plans to reorganize its 16- to 19-year-olds system.

Working parties are being set up by the authority with teachers' representatives to examine how to offer the best and broadest curriculum for sixth-formers in the county following falling rolls which have made many existing school sixth forms unviable.

One idea is to establish sixth form colleges (or 16-plus centres) in parts of the county. Schools and colleges are also expected to be asked to cooperate more closely with each other and share resources.

Peace on curriculum plan taken to the Government

by David Lister

A deputation of officers from the National Union of Teachers met a Government Minister last week to discuss what the resolution on disarmament and the education service passed at the union's annual conference this year would mean.

Mr Jack Chambers, NUT president, who led the deputation, emphasized to Mr Douglas Hurd, Minister of State at the Foreign and Commonwealth Office, the importance of the union's resolution and explained why the union was now involved in this area of Government policy.

Mr Alf Budd, senior vice president, told Mr Hurd that increasing expenditure on arms was seriously affecting resources in the education service, particularly in primary schools.

Mr Geoff Foster, chairman of the union's international relations committee, explained that the threat of nuclear war was a preoccupation of school children, who were becoming more concerned about whether they had a future at all. This was accepted by Mr Hurd, who said that he knew from talking with school children that the nuclear threat was indeed of great concern to the younger generation. Mr Foster made it clear to Mr Hurd that, far from pupils

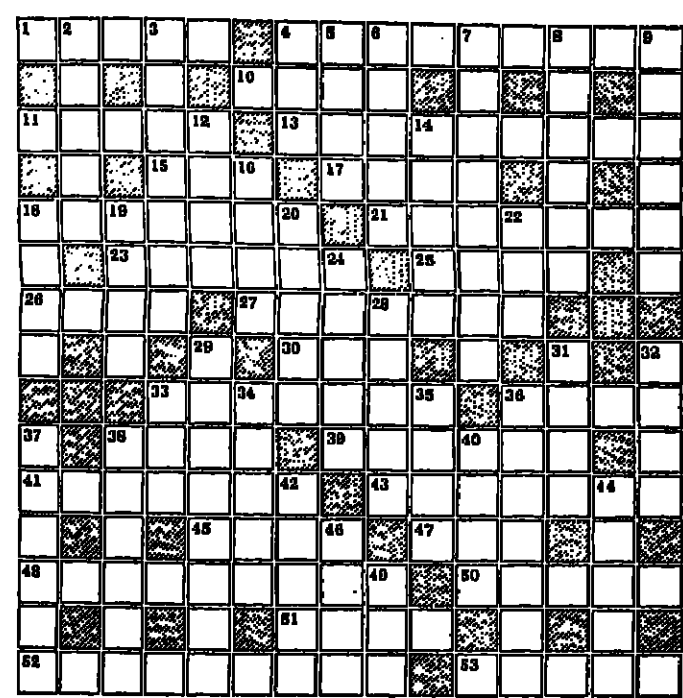
simply being convinced by what their teachers told them, by mass demonstrations or by programmes on television, they only had to study recent history to discover that massive build-ups of arms almost invariably led to war.

The NUT representatives told Mr Hurd that they were prepared to support the dissemination of balanced, factual teaching materials on arms control provided that teachers could contribute to the development of such materials.

They suggested that the School Council could be used to develop such curricular materials in the same way that the Home Office had already done in the preparation of teaching materials on crime prevention. Mr Hurd expressed interest in this approach and indicated that he would discuss it with his government colleagues.

Further dimensions of peace education were discussed with the Minister including the possibility of regional meetings being organized to explore curricular aspects in a balanced way, thus avoiding any question of indoctrination in the curriculum. Representatives of the education service and the Government would attend such meetings.

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- 1 Spread unevenly
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 - 3 Out of countenance
 - 4 Part of a Milton title
 - 5 A month, nothing more, in Ireland
 - 6 He won't settle down
 - 7 22 down should be this
 - 8 Cotton wool, so to speak
 - 9 Head of a chapter
 - 10 Denizen of the ultimate ditch
 - 11 Frequently under observation
 - 12 What's in this stands out
 - 13 Flippant word
 - 14 If the end of this gets in the way the whole may result
 - 15 Returns (anag.)
- Down
- 16 Hapless gold between mother and me
 - 17 Climbing fastest in man
 - 18 Upset this value and get a sharp reproof
 - 19 Intently watched
 - 20 In some hands the things become trumpets
 - 21 A religious verse
 - 22 This horoscope has dropped on h
 - 23 Sound like a curious song
 - 24 This ought to be square
 - 25 Monetary stoppage
 - 26 Written briefly
 - 27 Calverley's picturesque scholars carved their names on every one
 - 28 Site of 45 acres
 - 29 Proceeds advantage
 - 30 Parents in a negative way
 - 31 Used to be somewhere in France
 - 32 Happen afterwards
 - 33 Climbing fastest in man
 - 34 A terrestrial glider
 - 35 The final crack
 - 36 The little devil's on our money
 - 37 Simplest creature
 - 38 Time measurement
 - 39 Jollier than 4 across
 - 40 Ladies in proudest mood
 - 41 Presents are commonly this
 - 42 Write the book
 - 43 Hall in Scotland may mean team
 - 44 Works, but usually plays
 - 45 She's dead
 - 46 Only a connoisseur could do this on a chair

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MPs' report calls on race body to cut activities

by Diane Spencer

The Commission for Racial Equality should drastically curtail its activities, including its educational work, says an all-party committee of MPs in a highly-critical report published this week.

The race relations sub-committee of the home affairs committee, chaired by Mr John Wheeler, makes 35 recommendations which will, it claims, make the commission more effective in tackling racial discrimination.

"Much of the commission's current promotional activity should more properly spring from government departments," the report says.

The Department of Education, for example, should be responsible for disseminating good practice in the field of multi-cultural education.

"The commission was not intended to be, and should never have been allowed to become, a shadow race relations department" it adds.

Its promotional activity should be confined to publicizing, and incorporating into codes of practice, the results of the enforcement of the 1976 Race Relations Act through its investigations and court cases.

This way the expertise gained by investigating and exposing discrimination will be deployed so as to prevent discrimination in the future, the committee says.

The report says that the commission's work and expertise was praised by the lecturers' union, NATFHE, and the Schools Council, but adds: "Our strong impression is that the commission has not as yet worked out clearly enough specific tasks in education promotion work."

The report describes the CRE's 1980 report *Youth in a multi-racial*

society as "woolly". "It does not always read like the work of a statutory commission steeped in experience and technical expertise and with a deep knowledge of local government and voluntary agencies," says the report.

It recommends a winding up of the "Commission's role of Lady Bountiful" in giving grants to ethnic minority organizations which include youth groups. The purpose of the grants is to provide pump priming money to voluntary bodies who had exhausted other possibilities, but the committee said it was "profoundly sceptical" of the general value of this type of aid.

Too much staff time was spent on running the grant system and it caused dissension among the ethnic community.

"We would expect other funding bodies to fill much of the vacuum," said the committee and it recommends that local authorities find room in their budgets for the sort of promising small project hitherto funded by the commission, and be through section 11 funds.

The commission's record in exercising its powers to do formal investigations into racial discrimination was a "very disappointing" one, the report said. Out of 45 investigations started, only 10 had resulted in complete reports, and those were only into a small organizations such as a pub and a club.

Its first investigation into an education authority has yet to be published although it was expected this summer.

In future, the CRE should take stock of available staff before plunging into a new major investigation,

recommends the committee. "We wish to see the commission conduct their formal investigations with more sensitivity and conclude them with greater promptitude," it says.

The Home Office should, as a matter of urgency, conduct a thorough review of the CRE's practices in carrying out investigations so as to avoid prolonged delays which have so far marred its record.

The commission should "recast" its staff to include more lawyers and it should phase out the posts of full-time deputy chairman and chief executive over the next few years.

Mr Alex Lyon, Labour MP for York and a member of the sub-committee, emphasized at the launching of the report this week that he was not declaring war on the CRE. But Mr David Lane, its chairman, reacted angrily to the committee's findings.

He called it "a facile and disappointing report with many misconceptions." Much of the criticism was unjustified and many of the recommendations were ill-considered, particularly those concerning the shift in their role. "Since 1977 we have made considerable progress in what the committee recognize as a difficult and hostile climate."

He would welcome the DES taking more of a lead in multi-racial education, that would be a clear gain, but added: "we still see a role for us. As an independent statutory body, we can act as a catalyst, a gadfly where people are lagging."

Commission for Racial Equality. Home Affairs Committee, HMSO, £3.95

Results of pay ballot among education chiefs out today

by Sarah Bayliss

The results of a ballot among chief education officers and deputies over who should negotiate their pay, will be known today.

The voting paper which went to all chief officers in local government, asked whether or not they approved of a new negotiating committee to replace the two separate bodies which currently negotiate pay and conditions - the National Joint Council and the Joint National Council.

In the education service a vote in favour of such a change would most effect the rights of assistant education officers and those who are in management positions below the chiefs and deputies. At the moment many people in this category are covered by NJC agreements alongside other white collar staff.

The proposal put forward by the employers is that the anomaly should end and senior officers in the NJC should join the chiefs and deputies covered by the JNC in a single negotiating forum.

Until last week the proposal was

threatened by Nalco, the biggest white colour union in local government, which opposed a separate body for senior employees. The union has now changed its mind.

Mr John Barnes, chief education officer for Salford and secretary of the Associations of Education Officers - the trade union wing of the Society of Education Officers - was this week optimistic that a new committee would be set up by the end of February, well in time for the next pay round.

Mr Barnes pointed out that the employers had promised to consider a review of the salary structure as an early item on the agenda of any new committee. The AEO has agreed that a new structure should take account of the Houghton award for teachers which destroyed the differentials between teachers and officers.

"There are a significant number of chief education officers who are paid less than the highest paid head teachers and college principals and there are quite serious anomalies at deputy and assistant level," he said.

Specialist schools urged

Specialist, selective high schools should be set up to remedy the "desperate" state of our inner city comprehensives, says a pamphlet this week by a leading Right-wing educationist.

Professor Brian Cox, professor of English Literature at Manchester University and co-editor of the *Five Black Papers* on education, traces the "left-wing political revolution" that has taken place in the classroom over the last 15 years.

The move to sixth-form colleges and the attacks on examinations and private education are all part of the left-wing attempt to achieve an egalitarian society, he argues. This has destroyed academic standards in many schools and removed opportunities for working class children.

The Government's Assisted Places scheme is proving of help to some individual children, particularly from one-parent families, he says, but it

does little to solve the problems of inner-city schools. Selection within the state system is the only answer. The schools he proposes would select "a few high-flyers" for full-time attendance from the age of 11 or 13, some at 13 and many more at 11. Other able children would attend full-time comprehensives for most of the time and visit the specialist school for a few hours a week to receive advanced instruction not possible in their own school.

This is the preliminary finding from a questionnaire sent to every secondary school in Wales by the Welsh National Centre for Religious Education.

Mr Rhysall Thomas, coordinator, speaking from University College, Bangor, where the centre is based, said it showed heads could improve the status of RE simply

Booklet available

The *Pied Pipers of Education*, mentioned on page 7 of last week's issue, is available from the Social Affairs Unit, 2 Lord North Street, Westminster, London SW1 3LB.

Teachers made to feel guilty about exercising power survey says.

Theorists blamed for weak discipline: call for clearer head, stronger nerve

by Biddy Passmore

Educational theorists and administrators are severely reprimanded this week for undermining classroom discipline.

A book published yesterday calls parents, pupils and teachers would like to see firmer discipline in schools. But education lecturers make teachers feel guilty about holding or exercising power.

Once in the classroom, teachers also feel they lack the authority or backing from the head to keep effective control. And heads, in turn, are too busy "sitting on a volcano, trying to keep the lid on" to take firm action.

The book, *Discipline and Moral Education: A survey of public opinion and understanding*, is by Mr John Wilson, lecturer at Oxford University's Department of Educational Studies and director of the Wurborough Trust. It is based on a seven-year survey involving interviews and discussions

with more than 2,000 parents, teachers, pupils administrators and academics.

Mr Wilson suggests that teacher education should be reformed to give teachers "a clearer head and a stronger nerve". This might mean less educational theory - most of which is "demonstrably rubbish", he says and more hours of tough-minded argument to protect them against "fantasy and prejudice".

Student teachers should be shown the kind of disasters that can follow a failure of discipline, he continues, such as in a mountaineering party or business enterprise.

Mr Wilson says schools must canvas the opinion of parents, pupils, and teachers and develop a clear and properly enforced disciplinary structure. The type of sanctions matters less than showing "who's master".

On moral education, he says most

teachers feel strongly that any form of indoctrination should be avoided. But there are overwhelming arguments for teaching morality as a subject, so that pupils learn how to decide what is right and what is wrong.

A practical training course in moral education for initial and in-service training should be devised, he suggests. A course text book for classroom use should also be published.

This should be clear and workmanlike, non-partisan and non-authoritarian; providing a good anchor for other methods (such as role-play) and a good guide to moral methodology.

Discipline and Moral Education, A survey of public opinion and understanding by John Wilson, NFER-Nelson Publishing Co. Ltd, Darville House, 2 Oxford Road East, Windsor, Berks, price £10.95.

More aid urged for leavers

Schools must do more to help youngsters meet the needs of the world of work, according to Junior Education Minister, Mr William Shelton.

He told teachers and employers at a one-day conference at Warwick this week: "First, we need a shift in the balance of what we teach 14 and 15-year-olds, so that there is a greater emphasis on the practical side of things."

"I am not arguing for training for specific jobs, but I think we could and should go further in providing pre-vocational education, in those years."

"Second, we must re-double our efforts in careers education and guidance. I know that there is some excellent work in the schools already, and some splendid co-operation between careers teachers and the careers service but I believe much more could still be done."

"Finally, we must build up and reinforce the links between schools and employers. Even in these difficult times I hope that schools and local employers will work together as partners to introduce pupils to the world of work."



A display of work done by the children of the Putney Lower School, Bedford in connection with their Victorian project, is largely based on their visits to the Cecil Higgins Art Gallery. It will be on show at the Gallery until mid-January. The display includes illustrated descriptions of their visits to the Gallery, and the papier maché family at home complete with dog, fireplace and some furnishings.

Dismay at plight of school libraries

by Sarah Bayliss

An investigation into the plight of school libraries is being urged on the House of Commons Select Committee on Education.

The School Library Association has written to Mr Christopher Price, MP, chairman of the select committee, calling for an inquiry and expressing concern about the "grave deficiencies" in the book supplies and staffing of school libraries.

The letter points to a Department of Education survey of secondary school libraries published earlier this year. That confirmed deficiencies "which have been apparent for some time but which have been made even worse by the present economic recession and financial cutbacks", according to the SLA.

The letter states: "We would contend that the provision and use of school libraries are an essential part of the learning process and they should provide an integral part of any support service for the school curriculum. At present a lack of resources and a lack of any national policy is making this difficult, if not impossible."

The association has also sent the select committee its critique of the DES survey. The survey was published as a statistical bulletin in May this year.

The SLA says it looked forward to its publication to see how school libraries had developed in the past ten years. "It is therefore with great dismay, even horror, that we find an official survey by the DES reveals

that little or nothing has been achieved and that school libraries are in an appalling and sorry state."

The SLA says the survey showed 2 per cent of secondary schools in England had no library at all. Four per cent of the schools with libraries nevertheless had fewer than 10 books, and a further 33 per cent had them staffed for fewer than 10 hours a week. Nearly one-fifth of school libraries were open for as little as 15 hours a week.

On staffing the survey showed that in more than three-quarters of school libraries, the librarian was a teacher with no library qualifications. "The heaviest responsibility... still falls on teachers, only 7 per cent of whom hold a teacher-librarian certificate. The rest are doing the job out of personal enthusiasm, putting in their own time into running school libraries every week."

The survey estimated that there were 31 million books in school libraries in England - an average of 82 books per pupil. But 25 per cent of schools provided 12 books per pupil and 17 per cent provided only five books or fewer per head.

The SLA is critical that no investigation was made by the DES into the age and quality of book stocks and into the use pupils made of them. "Without this information, much of the value of the survey is lost."

Spending on library books was revealed to be "very limited indeed".

11 per cent of schools had no recurrent expenditure and the highest spending was amongst 10 per cent of schools spending £2.50 per pupil.

In Oldham, the education committee recently has been presented with statistics which show some secondary schools have fewer than four books per pupil in the school library.

A paper which has been prepared for discussions on next year's education budget states that last year the HMI expressed concern about "serious under-provision" in Oldham's school libraries. The paper states that HMI recommended that secondary schools should have 10 books per pupil and that eight books per pupil was a minimum.

Only two out of the town's 17 secondary schools had eight books per head and only one, the Grange school, had 10 books per head. The paper states that at Grange school there are 12,558 library books (including those loaned by the school library service) between 1,117 pupils.

Mr John Owens, the head teacher, told *The TES*: "There are still not as many books in the library as I would like and we have shelf space for more."

However, one of the keys to success at his school was a qualified librarian who was employed full-time. A teacher at the school also did library duties. "If it's going to work properly a library needs at least one adult working in it all the time. Too few schools have that these days," he said.

L.e.a. offers they can refuse

Bob Doe attends a typical protest meeting on school closures and finds a gulf between parents and officials

Attempts to consult parents on the best way to manage falling school rolls in Brighton have run into a barrage of criticisms and refusal even to discuss the various options put forward by East Sussex County Council.

The series of nine meetings now taking place to test the feelings of 30,000 parents in the L.e.a. offer little encouragement to authorities contemplating similar exercises who imagine the necessity of school closures to cater for shrinking pupil numbers will be accepted.

By the fifth meeting in Brighton last week considerable hostility was evident to what was seen as just another round of education cuts.

The authority was accused of acting in bad faith and there seemed to be a total mismatch between teachers' and parents' views of reality, those of the county education officer and the chairman of the education committee who faced the Furies.

Mr Tony Carter, CEO for East Sussex, said Brighton, Hove and Portslade schools could already accommodate 6,000 more pupils than were in them and by 1986 the surplus would be almost 10,000.

It meant more mixed age groups in first school, a narrower curriculum in middle and high schools and threatened the viability of sixth forms.

The three options suggested were:

1. Closing three pairs of first and middle schools and one high school.
2. Closing six middle schools and one high; or
3. Reverting to transfer at age 11 to keep high school numbers up.

But where were all this space and all these half empty classes, parent after parent and teacher after teacher wanted to know? "In Brighton we have class sizes of 34. That is too many children, not too few."

"The problem is not falling rolls. The problem is the education authority failing to take advantage of them to improve facilities. We have already seen what savings have done; fewer books, fewer teachers and fewer facilities of all kinds."

Another parent asked: "Is anyone's child in a class of 25 or less?" No one stirred, though a few could have answered yes, if they had ever counted.

A high school teacher complained of cramped conditions in her school: "And Mr Carter says the reason for this is that the problem hasn't reached us yet." Did the empty spaces include rooms set aside for modern languages, science or libraries?

Parent after parent spoke of their satisfaction with these "fine schools" and there was not a whisper of the alleged anxieties of parents heard so much of during the great debate.

By the fifth meeting, the local "Save Our Schools" campaign was making itself obvious, proposing an independent

chairman at the start (and down) and a motion at the end (and up) all three options and calling for improved pupil-teacher ratios. "Overwhelmingly approved at the meeting but not at all of them."

Mr Carter insisted there were no preferred options at this stage and plans to close particular schools, though he later predicted estimates of some schools would soon be below 25.

But at least one father believed option three was the only real starter that is turning the 8 to 12 middle schools back into junior schools. This was the only scheme not involving closure of a high school, he said. There was no chance of doing that as the only sex schools, which the Minister would never allow to close, the most popular high school in the town or one that its geographical reasons had to stay open.

There were darker sides to the dissent as well. One former East Sussex teacher who refused to give his name "to protect his colleagues" claimed to have received invitations through his former head teacher from County Hall that any teacher discussing reorganization with the press or with parents would be held in breach of contract.

But this was denied by Mr Carter. Parents smelled a rat in the sides chosen for the meetings. Only the high school halls are big enough to contain 300-400 parents.

In Brighton the high schools are on the fringes of the town, whereas the small primary schools which feel most vulnerable are in the centre. The costings of the options - or lack of them - were faulted. So were the figures for recent years Mr Carter produced.

One parent-doctor produced figures for births in the town over 50 per cent higher, saying he ought to know because he helped deliver them. Mr Carter said his figures were births in Brighton residents, not births in Brighton, but by that time the meeting was in no mood for facts.

Mr Carter claimed that even with suggested closures, two-thirds of the surplus places would remain in case of any birth bulge, and that by saving money on cleaning, heating and maintaining surplus buildings more of the money set aside for education could be spent on more direct benefits to the children.

But this was either not understood, or not believed.

According to one father, H. G. Wells once said something about progress being a race between education and catastrophe. "Tonight you have offered us catastrophe."

Mr Carter took it stoically, unlike a very senior Inner London education official who told a recent public meeting over school closures in south London: "Look, I'm human too. I just want to be liked."

Disadvantage Centre row

by Biddy Passmore

The library of the doomed Centre for Educational Disadvantage should be handed over to London University's Institute of Education, Mr Max Morris, the centre's acting director, said this week.

In a letter to Sir James Hamilton, permanent secretary at the DES, he blamed the department's behaviour over the closure of the centre for depriving the public of the use of the library for nearly a year.

The Government decided to close the centre two years ago as part of its war of wangs. Subsequent representations by Mr Morris on the manner and haste of the decision failed to obtain a reprieve.

Now his letter, the last official act of the centre, makes a bitter attack on "the wanton destruction of the only British institution solely concerned with the problems of educational disadvantage".

All efforts to extract any justification financial or educational, for the closure proved abortive, says Mr Morris. "The only conclusion that can reasonably be drawn", he continues, "is that the DES, under both its political and administrative leadership, themselves overwhelmingly drawn from the ranks of the privileged, have no concern for, or even interest in, the educational problems of the most deprived children in the community".

School to work

A bonanza for the colleges - but how big is it?

Edited by Mark Jackson

Continued education service waited a week to hear how it is expected to provide for the biggest addition to the workforce since the raising of the school leaving age. The Government proposals to extend training to 16 will mean the need for at least another 100,000 full time students for day education colleges throughout Britain.

Eighty thousand places will be needed to provide for the new one year training which the Government has guaranteed to all unemployed 16 year olds and to some of the over 100,000 who are likely to be added to the workforce.

More than 10,000 are likely to be added to the workforce by the new one year training which the Government has guaranteed to all unemployed 16 year olds and to some of the over 100,000 who are likely to be added to the workforce.

And the Government's decision to add the Manpower Services Commission's timetable for replacing regular time serving by set standards and opening up training to those who have received vocational training through his former head teacher from County Hall that any teacher discussing reorganization with the press or with parents would be held in breach of contract.

These estimates are based on the fact that the White Paper, which set out the long term of the Manpower Services Commission's proposals, also published on Tuesday, the Government appears to be taking little or no real provision for the 16-year-olds unemployed, at present catered for by the Youth Opportunities Programme, which is to be phased out by the autumn of 1983.

When the TUC nor the CBI will accept the vague assurances given by the Employment Secretary that the 300,000 place £1bn. Youth Training Scheme will have room for the 16-year-olds as well as the 16-year-olds who are the only ones to be guaranteed to accept.

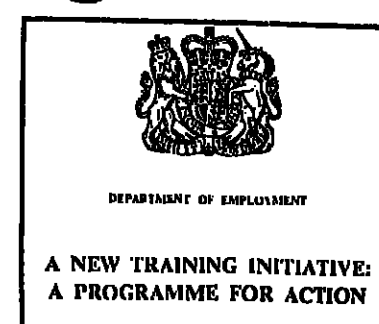
They know that the Manpower Services Commission expects that there will be a total of 800,000 under 16 out of work when the new scheme takes over fully from YOP in two years' time.

But the TUC and CBI hope that they will be able to persuade the Government to accept a much larger scheme - a comprehensive training programme to cover all 16-year-olds unemployed or in work.

The Government has agreed to the MSC go ahead with setting up a high level task group to work out plans for this further scheme which could mean a still greater load for the education service than the plans announced this week.

Neither the Manpower Services Commission nor the Department of Education say that they do not yet know how much they will be paying the college in fees, but can only point out that Mr Tebbit has estimated that the new traineeships will cost about four times as much as YOP places, despite the smaller allowance to the trainees. But the commission has budgeted to spend about £150m on YOP college fees next year, and this includes a number of 12 month courses which will probably count as the first batch of Youth Training Scheme places.

There are no plans as yet, however, to deal with what the colleges say is the biggest obstacle to their expanding and changing to meet the new challenge - the system under which the Manpower Services Commission will not commit itself to fund



Presented to Parliament by the Secretary of State for Employment, the Secretary of State for Education and Science, the Secretary of State for Scotland and the Secretary of State for Wales

ing a college course for more than a year ahead.

It means that, unless local authorities are prepared to go out on a limb, college jobs running the new kind of courses, or to embark on the reorganization and in-service training programmes that are needed.

To handle the equivalent of another 100,000 full-time students, many of them on unconventional courses which involve lecturers taking small groups or running activities away from the college sites, is likely to need about 10,000 more staff. Because they will be expected in many cases to be teaching on "New FE" principles which require skills and techniques very different from the traditional teaching methods, some will probably have to be recruited from industry and from agencies outside the education service, while others are likely to be lecturers in subjects no longer in demand who undergo retraining.

Mr Mick Farley, assistant secretary of the National Association of Teachers in Further and Higher Education, said this week: "It is completely unrealistic and irresponsible to underestimate the size of the programme of staff development which is required, and the additional resources which will be needed. That sort of thing simply cannot be undertaken on a hand-to-mouth basis."

He dismissed contemptuously the DES attitude that mobilizing the colleges to deal with the new trainees was entirely a matter for the MSC and the local authorities and said it was time they pulled themselves together and "got back in the game".

Mr Alistair Lawton, chairman of the Association of County Councils' education committee, strongly welcomed the White Paper, but said that he hoped the additional capital funding through the MSC would not be counted as part of local education authorities spending within cash limits.

The Association of Metropolitan Authorities lined up with other Labour controlled bodies and with most teacher unions, associations and youth bodies in condemning one aspect of the proposals - the decision to withdraw the right to supplementary benefit from 16-year-olds and pay them about £16 a week - which would be about two thirds of the present YOP allowance.

Mr Roy Jackson, the TUC's education secretary, warned that such "mean spirited" proposals could shatter the consensus on the reform of industrial training which had been painstakingly constructed over the past year.

Ten-point programme falls short of MSC hopes for under-18 provision

The White Paper is issued by the Department of Employment and appears over the joint signatures of the Employment, Education and Scotland and Welsh Secretaries. But only the Employment Secretary has taken any part in the preparation of the proposals to Parliament, and in the discussions which followed in and out of the House of Commons.

The Department of Education say that their implementation of the proposals, the Manpower Services Commission, and the local authorities, with industry.

The 10 point programme it presents outlines the plans for apprenticeship reform recommended by the Manpower Services Commission in its White Paper on Training Initiative proposals published simultaneously, which have already been outlined in *The TES*. But on provision for the under

18s, the Government's programme falls a long way short of what the MSC wants.

The 10 points on which the White Paper commits the Government to act are:

- a new £1 billion a year Youth Training Scheme, guaranteeing from September 1983 a full year's foundation training for all those leaving school at the minimum age without jobs;
- increased incentives for employers to provide better training for young people in jobs;
- development of an "Open Tech" programme to make technical training more accessible to those who have the necessary ability;
- a working group to report by April 1982 on ways of developing the Youth Training Scheme to

cover employed as well as unemployed young people, within available resources;

- setting a target date of 1985 for recognized standards for all the main craft, technician and professional skills to replace time-servicing and age-restricted apprenticeships;
- better preparation for working life in initial full-time education; more opportunities for vocationally relevant courses for those staying on in full-time education;
- a £16 million fund for development schemes in particular localities or sectors;
- examination of longer-term possibilities for more effective, rational and equitable sharing of the costs of training between trainees themselves, employers of trained people and the general taxpayer.

People

Mrs Olwen Davies, headmistress of St Swilham's School, Winchester, is to be the new president of the Girls' Schools' Association.

Mr Hugh Woodcock, headmaster of Dulwich College Preparatory School, has been elected chairman of the Incorporated Association of Preparatory Schools for a second time.

Sir Alec Clegg, Chief Education Officer for the West Riding of Yorkshire from 1945-74, has been awarded an honorary fellowship of Bretton Hall College of Higher Education, Wakefield.

Mr Maurice Savoury has been appointed chairman of the Association for Science Education (ASE). Mr Savoury has been school industry liaison officer for Gloucestershire since 1978.

Sir Ashley Bramall, leader of the ILEA from 1970 to 1981, has been appointed chairman of the National Council for Drama Training. He succeeds the Conservative MP, Sir William van Straubenzee.

Mr R. D. Lane, housemaster at Marlborough School, is to become headmaster of the Haberdashers' Monmouth School from September 1, 1982.

Mr Rupert Prime, has been appointed head of Peckham Manor School for boys in south London. Until recently he was head of Shelbourne girls school in Islington.

Mr Peter Hobbs, is to be the new head of the London Nautical School in Southwark, south London. Mr Hobbs, a former Olympic fencer, has been head of Brooke House School, Hackney, for the past six years.

Mr Joslyn Owen, Devon's Chief Education Officer, has been awarded an honorary degree by Plymouth Polytechnic.

Mr Michael Wilson Vallance has been appointed headmaster of Bloxham School, Banbury, Oxon. Mr Vallance, head of Durham School, has been headmaster of Bloxham School, Banbury, Oxon.

Mr James Hele, High Master of St Paul's School, London, is to be 1982 Chairman of the Headmasters' Conference.

Mrs Corinne Toal, has been appointed head teacher of Charles Lamb Primary School, Poplar Road, Islington, London. Mrs Toal, had been acting head of the school since the death in March of Mrs A. J. Jones, the former head.

Mr Alan Saunders has succeeded Mr Robert Gallon as President of the National Society for Art Education.



High Woodcock

succeeds Mr Derek Seymour who retires next August. Mr David Bolton, who has been headmaster of the Davnont Foundation School, Loughton, Essex, since 1974, has been appointed headmaster of The Dame Alice Owen Foundation School at Potters Bar, Hertfordshire.

Mr David Daniels, deputy headmaster at The Divernant Foundation School, has been appointed to succeed Mr Bolton as headmaster. He previously taught at Sherborne School and St Peter's School, Huntingdon.

The following have been appointed to posts in North Yorkshire: Mr A. R. Wilson is to become area advisor for Scarborough/Ryedale; Mrs C. M. B. Hillman, principal of Craven College of Adult Education; Mr S. W. Marshall, headmaster of Ingleton Middle School; Mrs J. Law, headmistress of Settle Middle School; Miss G. W. Marston, headmistress of Harrogate Grammar; Mrs J. M. Bowen, headmistress of Norton School; Miss C. Welbourn, assistant education officer, special services; Miss A. M. Smith, assistant education officer, schools; Mr R. Thompson, professional assistant, County Hall; and Mr R. F. Morley, professional assistant, York area office.

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Make teachers responsible for careers guidance, say Tories

The main responsibility for careers guidance in schools should be switched from local authority careers officers to teachers, says a report by West Midlands Conservatives this week.

Surveys of 200 young people in Gloucestershire, Hereford and Worcester, Shropshire, Staffordshire, Warwickshire and the West Midlands found that about a third considered the careers guidance they received in school inadequate, the report reveals.

Between 12 and 14 per cent thought there was no teacher responsible for careers in their school.

Careers officers cannot physically cope with the work that needs to be done the report concludes. There is on average only one officer for every 300 16th-formers. But the pressure on school timetable means teachers

cannot provide a proper back-up service either.

It proposes that all secondary school teachers should have responsibility for careers guidance in their fields. In addition, a panel of careers teachers with specialized in-service training should be set up in each school under a department head.

This would leave careers officers free to concentrate on in-service training and difficult cases and to keep a watching brief on school programmes.

Careers guidance in schools is available from the West Midlands Conservative Area Office, 18 Melvinton Terrace, Leamington Spa, Warwickshire CV32 5BA. Price 30p.

Ethnic group agrees policy

The newly formed National Convention of Black Teachers, an umbrella organization which aims to take a united approach on issues affecting the ethnic minority community, has agreed a policy document.

At a conference in London last weekend, delegates decided to fight for a better career structure for black teachers, campaign for the accounts-

bility of head teachers and a better probation system for teachers, oppose education cuts and demand that the interim report of the Rampton committee be implemented.

So far seven organizations have affiliated with the convention. Elections for its national executive committee will be held in February.

Supreme Court tests discrimination law

WASHINGTON: The United States Supreme Court has been asked to decide whether the Government is empowered to prevent schools from discriminating against teachers or other employees on the basis of their sex.

In a test case last week, two school boards asked the Supreme Court to overturn a lower court which had ruled that a controversial 1972 law gave the Education Department the right to regulate school hiring policies to ensure the equal treatment of women.

But the case — the first in which the court's new female judge Mrs Sandra O'Connor has been involved in a sex discrimination issue — is not expected to be the final instalment of a tangled legal saga in which the interpretation of the 1972 law has been constantly challenged.

The law, Title IX of the Education Amendments, said that, "No person shall, on the basis of sex, be excluded from participation in, or be subjected to discrimination under any educational programme or activity receiving federal financial assistance."

In the nine years of its life, Title IX has been credited with increasing women's access to many institutions and subjects which had previously been the preserve of men. But its wording left two questions unanswered, and these have been the subject of hotly contested legal battles ever since.

One question, which has now reached the Supreme Court, is whether the law was intended to apply to teachers and other employees or only to pupils and stu-

dents. In the appeal, two Connecticut school boards are refusing to accept the authority of the Federal Education Department to intervene in local sex discrimination cases.

One of the boards, New Haven, refused to supply information to the Education Department about the case of a teacher who was not allowed to return after taking maternity leave. The other, Trumbull, ignored an Education Department order to reinstate a school counsellor who claimed that she had been dismissed because she was a woman.

In both cases, the district court upheld the action of the school boards and argued that Title IX, because it was intended to apply to pupils and not to staff, did not give the federal government any right to intervene.

In 1980, however, an appeals court reversed the Connecticut court decision and found that Congress had intended the law to apply to employees, and had given the Education Department powers to ensure sexual equality by withdrawing funds from programmes which violated Title IX.

Now that the two boards have taken the case to the Supreme Court, a final judicial decision is expected soon. The Government's case, argued personally by the Solicitor-General, stressed that Congress had clearly intended the law to cover employment.

But even after the Supreme Court's ruling, controversy over the law will continue. At least one senator has indicated his intention to introduce amending legislation if the Supreme Court supports the stronger version of the law. And a resolution



Ms Sandra O'Connor... first woman justice to hear case

of the employment case will still leave a second question about the interpretation of Title IX unclear.

That question — whether the law applies only to educational programmes which receive direct funding from the Federal Government — has been answered differently by successive courts.

A Boston appeals court ruled this month that Title IX could only cover directly funded programmes. It dismissed a sex discrimination complaint by a former Harvard law student on the grounds that the law school was not a direct recipient of federal money.

The Boston decision flatly contradicted a decision by a Philadelphia district court, which recently upheld

a Title IX complaint against Temple University.

Temple had argued that the complaint, about discrimination against women in college athletics, should be dismissed because athletics was one of the university activities which received no federal funds.

But in that case, a federal judge ruled against Temple and said it would be "logically and legally absurd" to limit the law banning discrimination only to directly funded programmes.

Women's groups in the United States are adamant that on both questions the stronger interpretation of Title IX should be upheld by the courts. A recent report by a panel set up by former President Carter to monitor the law underlined the relative lack of progress in eliminating discrimination against women in educational employment.

The report, published by the National Advisory Council on Women's Educational Programmes, said that between 1974 and 1978 there had been only a small upward trend in the number of women employed in senior positions in schools.

The proportion of school principals had risen to 14 per cent from 13 per cent over that period. And in 1980, only 154 out of 16,000 district superintendents were women.

The report concluded: "Employment of women in high level educational positions has improved only slightly despite many complaints of discrimination in violation of Title IX. Women administrators, particularly superintendents, remain scarce, but the long decline in their proportions has been reversed."

Fees burden as squeeze hits studies

LAGOS: The fortunes of Nigeria's education programme have taken a serious downward turn.

An economic squeeze is affecting all areas of the country's national development programme, and the government's austerity measures have been announced by both the federal and several of the state governments.

Some blame the world oil glut and Saudi Arabian intransigence in refusing to cut production and raise oil prices, which resulted in production cutbacks and serious revenue losses for Nigeria. Others see it as a result of wasteful and extravagant expenditure by the country's bureaucratic elite, as well as the 1980 Revenue Allocation Act which may state claim, gave them new social responsibilities but insufficient funds to cope with them.

But the effect of the cutbacks on the country's education programme is already having serious social consequences. State governments claim that there is no money in the state coffers to fund education. As a result it is students and parents who now bear the cost of running schools and colleges. Tuition fees have been reintroduced for primary schools, secondary schools and even teacher training colleges in several states including Oyo, Imo, Benue and Cross River.

These states were adversely affected by the withdrawal of federal support for the Universal Primary Education programme and technological institutes when the military government came to power in 1979. Some 11 other states, all National Party of Nigeria controlled, were however cushioned from this blow when the Senate, deciding them educationally disadvantaged areas, voted last year to grant them substantial education funds.

When one considers that the national minimum wage now stands at N125 (£71) a month and that many farm workers, petty traders and occasional labourers earn far less than this and may have up to 10 children, it is obvious that most people for the poor will be almost nonexistent; the charge of elitism which is often directed at the Nigeria education system may be justified in the light of this recent development.

The free UPE programme will also be severely undermined. During the military regime, this programme, which got underway in 1976, was the responsibility of the federal government. However, since the advent of civilian rule and the unopposed withdrawal of federal support, state governments have been unable to maintain the programme. Now they claim they can no longer afford to do so in view of the gloomy economic climate. As a result, parents in Ibadan state, for example, will pay fees of between N12, 15 (£6 to £8) for each primary pupil this year, in addition to paying the usual, compulsory education rate.

Even more serious is the withdrawal of all subsidies from the drawing of all subsidies from the previously sacrosanct teacher training colleges.

As part of an all-out recruitment drive for UPE teachers, the full cost of tuition, boarding, equipment, books and even students' pocket money were formerly met by the Government. Now this subsidy has been shelved in the affected states and aspiring primary school teachers are paying the phenomenal sum of N130 (£74) a term.

This amounts to no less than the dismantling of the entire framework upon which the UPE programme was built. Admission to teacher training colleges is bound to drop as a result of prohibitive fees, and without sufficient staffing Universal Primary Education will be little more than a meaningless label.

So the future looks bleak. Nigeria may have an economic revival but the real problem centres on the tribulation of the country's youth. In 1974/75, over 20,000 in 1981/82, and over 51 per cent increase in school

Letters

As author of the "Loosmore Report", Curriculum and Assessment in Wales, referred to in the article, Schooled to Fail? (The TES, November 4) may I be allowed to correct a number of misquotations.

The article says "Entering pupils in Wales was held after the Easter break date." The report draws attention to the fact that in England many CSE exams are completed before the Easter leaving date, while in Wales pupils must remain on school to sit their examinations.

The report referring to the attitude of the WJEC examining board says, "the focus is on the schools to innovate and on the board to maintain its standards and in particular the standards of Mode III and Mode IV." The focus is on the schools to examine and on the board to control results.

The feelings attributed to many teachers were those of many teachers, including head teachers, who are described as seeing the school as "obsessed with standards, and trying to halt the march of educational progress," not "over-obsessed with standards, over-conservative in attitudes to new development and trying to stem the march of educational progress."

It is a recognized fact that, prior to comprehensive education, many of the Welsh I.e.s provided grammar school places for up to 40 per cent of secondary school pupils. This fact was conceded in the article though it must be pointed out that

Schooled to fail? Setting the record straight for Wales

I feel it is a pity that in an attempt to analyse the very complex problem of underachievement of Welsh school leavers the authors needed to modify these quotations.

F. A. LOOSMORE,
Head Master,
Estover School, Plymouth.

Sir, — In "Schooled to fail", we read "unpublished statistics about Welsh school leavers will increase existing disquiet about the system". While in no way wishing to justify any real failings in the system, nor indeed to condemn the many serious implications raised by the article, nevertheless I have some disquiet about the way the APU, in particular, seems to have amassed its statistics regarding the performance in mathematics in Welsh secondary school children.

It is a recognized fact that, prior to comprehensive education, many of the Welsh I.e.s provided grammar school places for up to 40 per cent of secondary school pupils. This fact was conceded in the article though it must be pointed out that

this practice was far more widespread than "West Glamorgan". This proportion, unusual in England, would suggest that any survey carried out on a selection of secondary schools in Wales, should first be subjected to an attempt to stratify the sample.

In such an exercise it would not be unreasonable to find in the sample, apart from those schools fully comprehensive up to Form 5, approximately two fifths of the remaining schools selected being grammar schools, and three-fifths secondary modern pupils.

Hence, it would appear from my limited experience, that the APU produced a somewhat biased sample in South Wales, where two thirds of the sample was drawn from the bottom 60 per cent of the full ability range and only one ninth from the top 40 per cent, is a disproportionate six times as many from the former than the latter.

If, indeed, we take a disproportionate number of less able pupils in our secondary sample, which was undoubtedly my experience, then we should expect that the secondary results will not reflect the similar findings from the primary survey, where all schools necessarily cover the whole ability range.

Nor must we be surprised when such results on "whole age groups of examinees and non-examinees at 15 show children in Wales with the worst performance at mathematics of any British region", nor that "the mean scores are lowest or equal lowest on 13 of the 15 scales in the APU tests."

Clearly, one needs to have some faith in the APU researchers, but if my experience was also the case in the other Welsh regions, is it any wonder that I, and many of my colleagues, view with some disquiet ourselves the bland conclusion that "something happens between ages 11 and 15 in schools in Wales that simply transforms whole cohorts of children". Is it remotely possible that the sampling scheme transformed them?

FRANK FOREMAN,
Head of Mathematics,
Tylan-y-mor Comprehensive School,
Burry Port,
Llanelli, Dyfed.

Sir, — Others will no doubt quickly respond to expose the weaknesses of Reynolds' and Murgatroyd's tendentious and sensation-seeking article.

What most immediately concerns me is your juxtaposition of the photograph of the Clwyd boundary sign and the title "Schooled to Fail". This quite gratuitous insult smacks of that most irresponsible type of journalism, which condemns by innuendo.

R. BRETHERTON,
71 Hafod Park,
Mold,
Clwyd.

The committee, having carefully read not only the first but all the pages of the Interim Report, were fully aware of COSSEC's partial role in the preparation of *The Interim Report of the Subject Working Party in Social Studies for The Examination Development Committee of The Midland Examining Group*. However, at the conference, discussion naturally centred on COSSEC.

What is of greater importance is that it has not been made clear how teachers were invited to comment on the Social Studies proposals. Comments were indeed sought from teachers, but by way of a questionnaire (which had a 30 November 1981 return deadline) which gave little scope for teachers, of Integrated Humanities to adequately express their feelings concerning the proposals. Indeed, teachers refused to commit themselves in the form of the questionnaire and resorted to writing letters to the Midland Examining Group both to express their criticisms of the Interim Report of the Subject Working Party in Social Studies and of the questionnaire as a method of consultation.

Nevertheless, there is a very encouraging aspect of Mr King's letter, namely, that as Secretary-General of COSSEC, he must be keeping in close consultation with the Secretaries of the West Midlands Examinations Board (TWMEB) and the East Midlands Regional Examinations Board (EMREB) over the matter of the future of examining Integrated Humanities at 16-plus. With so much at stake, after a decade or more of developing Mode III Integrated Humanities examinations, teachers are thankful that attention is being drawn to their case.

It is certainly a fact that the Social Studies proposals, in question here, by no means represent the criteria by which Integrated Humanities should be examined. Since they are made under the aegis of Social Studies they cannot represent the elements of other subject disciplines (for example, English, History) which form part of Integrated Humanities, nor do they, as a matter of fact, well represent the approach to the Social Studies element being taken within Integrated Humanities.

This reflects a problem about the current approach to the new 16-plus proposals, which may have implications in areas of the curriculum other than humanities.

KIM GARCIA,
Integrated Humanities Co-ordinating Committee, 16-plus
c/o The School of Education,
Leicester University.

Sir, — In his letter (The TES, December 4) Mr King, secretary-general of the Cambridge, Oxford and Southern School Examinations Council, correctly points out that COSSEC was not solely responsible for the Midland Examining Group's Interim report of *The Subject Working Party in Social Studies*, as was reported in "Alarm spreads over proposals for new 16-plus exams" (The TES, November 20).

If there was any confusion this possibly arose because one of the four COSSEC representatives of the Midland Examining Group's Working Party in Social Studies was the only examination board representative to attend a conference entitled *Integrated Humanities at 16+* held on 7 November 1981, at the School of Education, Leicester University, at which our Integrated Humanities Co-ordinating Committee was formed.

Sir, — With reference to the article on job sharing in Sheffield, I am one of the people who has applied to do this, for an "experimental" period until the end of the summer term. At the moment I work full-time, but half my job has recently been "circulated" locally. (After the experiment, I can have my old job back.) However, I have been asked to take a cut in salary and position from Scale 2 to Scale 1, at least for the experimental period, but from the opinions of the representatives of the I.e.s. with whom I have discussed this I feel that job sharing is unlikely to be offered above Scale 1, the reasons given being:

1. possible resentment from colleagues; 2. possible disapproval from the unions.

Personally, I think it is extremely important that job sharing is not stuck on the bottom rung of the ladder for the following reasons. First, that teaching is then likely to become a job rather than a career, and secondly because the appeal of job-sharing would then be considerably reduced to exclude all those who need more than half of a very basic salary on which to live. At the moment this would affect mainly men, and shared jobs would be seen in the light of "jobs for the girls". Reducing the appeal of job sharing would make it a less effective method of combating the growing unemployment among teachers.

I think that a distinction should be made between part-time working and effective job-sharing.

I would be very interested to hear the views of other teachers, and the unions on this subject.

S. TREVARROW,
126 Upper Thorpe,
Sheffield.

Sir, — With reference to the article concerning proposals for job sharing by teachers put forward by the Sheffield Authority (The TES, November 20), when the proposals were originally presented to teachers' associations they agreed only to consider them.

So far as this association is concerned we can see very little to commend the proposals. We consider them to be inimical to the best interests of the education service, and to the interests of our members. We will counsel our members strongly against participating in the scheme.

We will not support any measure that undermines the levels of teachers' salaries and devalues superannuation benefits, as these proposals would do.

We do not see any possibility that the avowed objective of providing work for unemployed young teachers would be achieved in any but a minimal number of very special cases.

This association believes that the education service is best served by encouraging the employment of as many full-time teachers as possible. This should not be taken to mean we either underestimate, or undervalue the excellent work done by part-time teachers, indeed they would probably be the most seriously affected and disadvantaged by these proposals.

KEITH CARTWRIGHT,
Hon Gen Secretary,
Sheffield Association NAS/WT.

On the ball

The former CEO for Muckalee on the ball. It is high time implemented Fred Clarke's Education Act, starting with sections 141.

R. J. NICHOL,
101 Nursery,
Oxford, Oxon.

CLT goes on

In your issue of November 13, you published a letter from Mr H. Fennell regarding the withdrawal of the grant of £5,000 per annum to the Centre for Language Teaching and Research by the Northern Ireland Department of Education, and expressing anxiety about the likely impact upon CLT services to the region.

I can reassure Mr Fennell that the CLT will continue, in accordance with its trust deed, to continue throughout the United Kingdom. The DES will compensate CLT for this loss of funding and will be increasing further the major grant to £16,000 in 1983/84, which has already been announced in Parliament.

We shall certainly need the full moral and practical support of the language teaching profession if we are to maintain our services and continue to develop our policy of active support to teachers in the field, as well as to young people with the ability and confidence to reach out and communicate with our partners in Europe and beyond.

Mr M. TRIM,
CLT,
20 Carlton Terrace,
London SW1.

Common base

Sir, — I was extremely surprised to read the article on CEE (The TES, December 4) which stated that the new and revised Foundation Courses would have remarkably little impact on schools with the 17-year-old age group. Every year since their inception there has been an increase of about 40 per cent per annum in candidates on courses — from 353 in 1974/75 to over 20,000 in 1981/82. Over the past 12 months there has been a 51 per cent increase in school

Smallest babies face biggest school problems

STOCKHOLM: The lower a child's weight at birth, the more problems he or she is likely to encounter at school, according to a novel survey carried out in the town of Linköping, south west of Stockholm.

The survey was carried out among 586 children who at birth weighed only up to 2,500 grams (5½ lb). It revealed that 2.6 per cent of these children had to attend special schools aimed at helping backward children. The percentage among children with a higher birth-weight was 0.5.

The survey showed that 6.8 per cent of the children attended some form of special class in primary school for pupils with problems. The percentage among children with a higher birth-weight was 3.5.

Ten per cent of children with a low birth-weight took four years to get through primary school as opposed to the three years normally required.

The results of the survey were published in the medical newspaper *Läkartidningen*.

The children chosen for the survey were born between 1958 and 1965. Their progress was followed up to 10.

The research group says that the children were not given the care at birth that children of low weight are now given in Swedish hospitals, with a heavy emphasis on promoting contact between baby and parent.

Italy / Rita di Giuseppe

Project result prompts all-out campaign smoking

VERONA: Italy's upper secondary school students are to receive anti-smoking lessons.

At a recent international conference, in Venice, the Education and the Public Health Ministers agreed to join forces with the Italian Fight Against Cancer League to work to prevent smoking among young people.

A pilot project in five of Italy's regions, was introduced last year and there was a decided drop in the tendency to start smoking as a result.

Some of the findings of the project were that at the age of 18 or 19, when smoking has become a habit, up to 35 out of 100 students smoke. Though there are only slight differences in the percentage of student-smokers in the north, centre and south, there has been a tendency towards a decrease in the central-northern regions.

Results of the inquiry also show that the choice of being a smoker or a non-smoker is influenced primarily by the family and school. On being interviewed most of the students said they started smoking in imitation of adult behaviour.

The Netherlands/John Richardson

Youngsters should work for benefits

Out of work youngsters who receive social security payments, but who have never worked, should be obliged to do community service work, according to Mr A. van der Louw, the Dutch Minister for Culture, Recreation and Social Services.

Half of the 400,000 unemployed in The Netherlands are under 25, and 56,000 of these young people have never had a job. Thirty thousand of last summer's school leavers are expected to still be out of work next summer.

Mr van der Louw, while acknowledging the problems of introducing compulsory community service, has said that offering such experience is better than the harsh alternative of reducing benefits.

However, the president of the Dutch Union of Employers, Mr Van Veen, said that part-time work in industry

and the civil service, mixed with part-time vocational training, is a better reason of tackling the problem of youth unemployment.

Eighty-five per cent of students at present leave school prepared to work in the public sector. Any training or work experience programmes must help them for work in other parts of the economy. Temporary community work would be unlikely to do this, he argues.

Further opposition comes from the Trade Union Federation, which advocates job sharing to ease unemployment. Young Workers, which argues that community service could prevent easy access to further education and training which, in turn, could lead to opportunities for permanent employment.

Travel



SKIING TRIPS AT ROCK BOTTOM PRICES

Thomson are now able to offer trips from their Skiing for Schools programme to teachers and their friends as well. We still have places over Christmas and January, at truly extraordinary prices. For example, you can have a week in Italy from £114, a week in Austria from £113 or a week in Spain from £112. These prices are guaranteed against all surcharges and include full board and insurance (half board in Spain). So for reservations or a brochure, dial Freephone 2537. Prices are based on Gatwick and Luton departures.

Holden's subject availability

SKIING FOR SCHOOLS

SOME GLOOM SOME SATISFACTION

Last week the first APU science report was published. Wynne Harlen, its principal author, explains the background to the survey of the work of eleven thousand children

Given the findings of the HMI primary survey of 1976, that few of their sample of primary schools in England had effective programmes for the teaching of science, it might seem that the results of assessing children's science performance at age 11 would make depressing reading.

The first APU science survey, published last week, shows that this is far from being the case; there are many encouraging findings as well as the expected gloomy ones. In many of the aspects of science performance tested in the survey, the results show children were well able to use skills relating to observation and to interpretation of information given in graphical, tabular or symbolic form.

They were also able to set about a practical problem in an appropriate way and with signs of real interest, and they were successful in using simple measuring instruments accurately. These are, of course, skills which are important in many areas of the curriculum as well as in science-based activities, and the high level of performance found is probably attributable to the effectiveness of an active approach to teaching and learning in general in our primary schools.

For skills more specifically related to science-based work, however, the picture was of

generally lower performance. In such areas as recognition of patterns in observations, the explanation of events using basic science concepts, the use of controls in practical investigations and the critical examination of practical procedures - here there was less room for satisfaction. It seems that while many of our children have a good foundation for scientific development laid by their primary school work, this is built upon only in the case of a minority.

The justification for these statements is contained in the results of a survey which involved testing a random sample of approximately 11,000 pupils in England, Wales and northern Ireland. The pupils were aged 10.7 to 11.7 years and were in primary or middle schools at the time of testing. About 3,500 children were given one of two kinds of practical tests, the administration of these involving visits to over 50 schools by teachers trained to give the tests.

As the selection of schools and of pupils within them was sufficiently large and random it was possible to generalize results from the sample to the age groups as a whole. As in all the APU surveys, the information was collected in such a way that no individual I.C.U.s, schools or pupils could be identified.

In the planning of the tests for this survey,

every effort had been made to ensure that what was assessed was in line with what was being taught in early science education. A process of consultation with many different groups took place between 1977, when the project began, and the tests for age 11 (and others for ages 7 and 15) was set up jointly at the Centre for Science and Mathematics Education at Chelsea College, University of London and at Leeds University, and 1980 when the first surveys were carried out (reports for age 13 and 15 will be published in 1982).

It was agreed that scientific development at age 11 was best interpreted widely, as something that can adequately be fostered through activities across the curriculum. The strategy was made to produce tests which reflect a view of primary science as a rational way of finding out about the world, involving development of willingness and ability to seek and use evidence; the gradual building of a framework of ideas which help to make sense of experience; and the fostering of skills and attitudes necessary for investigation and experimentation.

If this could be done it was felt that the results would be of help, not only at the national level, but to individual teachers who, whether or not they teach science as such, might reflect on the opportunities provided for scientific development in their own classes.

It represented a considerable challenge to produce tests meeting the above prescription, but in a form that could be given to large numbers of children in schools scattered across the country. All the test material was developed from scratch to suit the constraints of the national survey. We could not use methods which teachers can use in assessing their own pupils to help in teaching - methods based on detailed observation of and discussion with children in a variety of situations over an extended time.

But it must be remembered that the purpose was not to give information about individuals, such as teachers require for their own assessment, but to give a more general picture of performance across the age group. For this purpose it was necessary to gather information in a formal and controlled manner so that results from different children could be added

together. Moreover, it was possible to give a number of different tests since it is not necessary in a survey of this kind for all pupils to take the same test questions.

Different pools of test questions were developed to assess the main categories and sub-categories of science performance. The framework, developed for assessment at ages 7, 11 and 15, has six main categories: 1. Using apparatus and measuring instruments 2. Using apparatus and apparatus representations 3. Using observation and observation instruments 4. Devising investigations and 5. Performance of investigations. Three of these (numbers 1, 2 and 3) are assessed by written questions, while the other three there are practical tests. Members of the team at Chelsea developing the tests for children age 11 were acutely aware of the difficulties, which could only be overcome by not overcomplicating, of producing questions for young children. In the case of practical tests, however, it was possible to get closer to what children can actually do and observe at first hand; thus special importance is attached to these results. For all types of question, of course, it is important to consider the results in relation to the particular questions used and the form in which they were put to the children. So the report contains a large selection of questions, with their test schemes and results, in addition to overall scores for the main sub-categories.

The tests used were not standardized and there was no "expected" level of performance, as the reported scores have little meaning in their own right. They tell that such-and-such a percentage gave a correct answer or made certain kinds of mistake, but they cannot progress on whether or not this is an acceptable use of affairs.

A performance of 70 per cent on certain questions may be less satisfactory than a performance of 50 per cent on others if the latter are judged to be easier or more important than the latter. It is open to the readers of the report to make such judgments and it is hoped that, at least among teachers and others, the results will initiate debate from which proposals for improving science education at the primary level might be forthcoming.

An important aim of APU surveys is to



While many of our children have a good foundation for scientific development laid by their primary school work, this is built upon only in the case of a minority.

relate pupils' performance to the circumstances of their learning. Information about relevant general features and about provision for science activities in the survey sample schools was gathered by questionnaire. Results from this questionnaire are fully reported, as they show the extent and variation of provision for science in the schools.

They were also used to explore possible associations between performance in different sub-categories and such things as the size and location of the school, the proportion of teachers with some training in science, time and money spent on science, school policy and other features of provision for science activities. In fact, few clear associations between



performance and school variables were found in this first survey, but this does not mean that they do not exist. Before firm conclusions can be reached a larger number of results is needed, and will be accumulated as surveys proceed on an annual basis until 1984.

One section of the questionnaire was designed to indicate the kind of science experiences provided for pupils. The results showed that the general skills rather than the more specifically science-based ones were the ones most often emphasised by teachers. Perhaps this accounts for the difference in performance in these two groups of skills. If this is so, it suggests that improvement in science performance may depend upon a change in the quality

rather than the quantity of science activities in some schools.

As this is the first report of science performance at the primary level it would be surprising if it has managed to strike the best balance between detailed and general information, description of the survey and comment. We are actively seeking feedback on the report, and would be grateful to receive any comments which will help us make future surveys and reports more useful.

Wynne Harlen is senior research fellow, Chelsea College, University of London.

*Science in schools, age 11, report no. 1, HMSO (£7.80).



Grey porridge or psychedelic snacks

Chris Buckton considers some significant differences between the primary and secondary day

Just years ago, as a secondary English teacher, I was appointed to a liaison post, and I started working for half of the week in a primary school. The experience confirmed to me two related opinions: that secondary education often suffocates what it wishes to nurture; and that a school which puts education first has got its priorities right.

One of course, is the most obvious contrast. Much more important is the physical environment and the pace of life within it. Most of all, would behave as badly as adolescents are expected to do if they were expected to work in similar conditions. When I took a

visit from the primary school to visit the secondary school, one of the comments was that although it was so big, it had "hardly any space in it except the library". They defined space as places where you could be comfortable and move around freely.

There seemed to be plenty of space in traditional classrooms when everyone was expected to sit in rows. But now, with group work and individual classrooms, activities conflict in the same space.

Education does not lie in abandoning work and restricting the use of paint to the department. Maybe a wall could come down and a cupboard be borrowed, or a

corridor... unless yours is a very small one. A signed note has to accompany any pupil who leaves the room even briefly.

How do pupils respond to that? The answer around the building is often difficult to hear because there are so many doors and congested corridors, with

the meeting at the same time. I was on teaching practice in secondary schools and followed a class through its day - a "typical" day. A bad primary

school, a bad secondary day could be described as a grey day, a bad secondary day could be described as a psychedelic snack.

Long before the end, you're full up, but still hungry, and the next day, the sandwich you ate a bit out of is pretty unappealing when you get it again. You can't remember why you ate it, and anyway your mind is on the next day when the pipe went.

The pace invites passivity. At its best, like a good television programme, it can spark interest, but often that interest can't be followed

up soon enough. Schools have tried to remedy this fragmentation by introducing longer teaching periods, but as long as the separate subject areas dictate the framework of the timetable, change in this direction can only be minimal.

Apart from isolated exceptions, change has not affected seemingly immovable customs. Break, for instance, for everyone at the same time - that mad surge down the stairs and out into the playground, then the bundling in, the sweat and noise and unlocking of classroom doors, and another start-from-scratch. The number of starts in a day drains teachers' energies unnecessarily. No wonder we need free periods.

When I first went to the primary school and was told I would have the same group of children from 8.50 until 12.40 with no set break, I was panic stricken. It is quite hard to recall the assumptions from which it sprung. To have long enough to establish a natural rhythm of work is far more restful than a snatched free period clouded by the likelihood of a cover slip.

I am not arguing for the abolition of structure, but the space created by fewer walls and fewer pipes can be used to build a much more subtle and responsive structure - a grid, not a straitjacket. It could be argued that it's only possible to do this in a smaller community, but a secondary school like Countesthorpe in Leicestershire shows that it can work on a larger scale.

Walls and pipes can only go if the straitjacket of separate subject areas relaxes a little. Secondary specialism seems to be at the heart of the problem. It's an old adage that primary teachers teach children and secondary teachers teach subjects. Thank goodness there are plen-

ty of secondary teachers who teach children too - but it is not easy to do.

As an English teacher I suppose I've never felt I was a subject specialist. "English is in everything really", said a child trying to define it, and I see it as a sort of running commentary on other "subjects", or on the world - an exploration of how one stands in relation to the knowledge so far discovered.

In a fragmented timetable, unnaturally separated as a "subject" among other subjects, English can't fulfill this role. As a self-conscious ingredient of integrated studies it can easily deteriorate into the token gesture of finding a relevant poem to fit the theme. In this role it simply becomes icing on the pill of facts, widening the false gap between fiction and non-fiction.

In a technological world it is probably necessary to pay particular attention to stories, poems, plays, music, art; otherwise pupils pick up on the hidden curriculum that these things are sidelines, recreation rather than recreation. In the pecking-order of subject specialisms they too often are sidelines - I remember one secondary school where drama appeared in the Fourth Year options under the inviting title of "Not Science".

They are useful when it comes to Open Days because you can make displays and magazines out of them. But bare walls - perhaps with the exception, significantly, of remedial departments - tell another story during the rest of the year. In good primary schools, and exceptional secondary schools, displays are a continuous celebration - of facts acquired and skills applied.

When these skills and the facts they celebrate are cut off from each other by subject structure, something seems to go dead. To

make them into a living whole, they must be allowed to feed each other. If the jigsaw puzzle pieces need to be taken apart at certain stages, to be worked on separately, (as I think they do), it's so easy to forget what picture they were a part of. And if you start off with separate pieces and no picture and nobody's told you that the pieces fit together - what then?

It was a long time before I realized that the bit of jigsaw called RK fitted into a bit called history, and even longer before I realized that the pieces could change their shape and interlock in many different ways. I wish I'd known at the time - it would have given a sense of purpose to all those boring bits of sky that every jigsaw has.

When I came to the primary school and found no doors, and other adults wandering through the space, I felt very threatened. But I couldn't now contemplate returning to secondary education - even to a school where the doors are sometimes open, where miracles of cooperation and purposeful learning are achieved against great odds. Even there, it is an unequal struggle to call across subject barriers as solid as doors, to see the whole child.

The difference in age between secondary and primary pupils is often used as a stone wall against change. I never found older pupils less ready to learn, or less responsive when treated sympathetically, or less caring - all familiar accusations against adolescents. I'm convinced that age is unimportant.

If the community is a caring and sensitive one, it will follow that the structure of space and pace will be flexible. Relationships cover those between people and things and between things with other things. They mean channels of communication being open as well as autonomy being respected. They mean meeting often, with time for it to be meaningful - probably daily staff meetings.

You can't care if everything is disconnected - subject from subject, room from room, school from community outside. All these disconnections spring from a lack of knowledge of each other. If you can't care, you can't learn, as child or adult.

Chris Buckton teaches at Prior Weston Primary School, Islington.

السلامة من الحرائق

Talkback

Thursday friends

Jessie Matheson

Some two years ago, it was proposed to bring six pupils from Woodstock School in Kilmarlock to have water experience in the small pool in Park Mentally Handicapped School.

In Park (roll circa 135) we have a house system, with captains and vice-captains with experience in helping the younger children, a ready-made, in-built "Buddy" system. It was agreed to augment this on an experimental basis, and a pool of helpers was formed. One boy and one girl were made responsible, and each week, without fail, they have made six helpers available.

The six visitors duly arrived, were introduced to their "Thursday Friend", and taken into their care. They were shown the changing rooms, the pool area, and eventually taken into the water. Relationships developed very quickly, and have ripened most satisfactorily over the months.

As Park children have had weekly lessons with the same PE teacher for some seven years, they are confident and experienced in their own environment, and were delighted to pass on their knowledge to their visitors. The role of the staff involved as merely advisory and supervisory, as the pupils are so enthusiastic and inventive.

It is interesting and revealing to walk round the pool and eavesdrop upon the conversations and instructions. The vernacular, of course, is widely used, and widely understood, but Park pupils frequently have to vary their instructions, and simplify and refine their language.

The social benefits of this experi-

ment are perhaps the greatest. Park children have varying backgrounds, and it is most heartening to see the "wee hard man" take the greatest care of his Down's syndrome friend.

One extremely introverted Park boy, whom the art specialist reported as regularly depicting himself as an aimless, insignificantly small nonentity, expounded for some five minutes upon the problems of his friend in water, to a senior Cramond lecturer and an HMI. Angus's normal communication with staff was a muttered "Good Morning, Miss" in the general direction of his feet.

Grace, a lovely swimmer herself, and something of a perfectionist, once got impatient with her friend's lack of progress, and appealed to me. Knowing her very well, I suggested she "thump" him, and was subjected to a tirade on the inadvisability of such a course.

When asked for alternative solutions, Grace replied, "Ach, I'll just have to try something else - but I'm not going to be any teacher". Wise words indeed. Amazingly, Andrew now swims from crawl, back stroke and a very butterfly.

One very sad aspect of life for the severely mentally handicapped is their ostracism by their contemporaries. Rejection can even occur within the family, so it is a lovely experience to have complete acceptance by a big "foster" brother or sister each Thursday afternoon. These relationships carry on in the school bus, and sometimes even in town.

The Park children, for once, find themselves in a position of responsibility and superior ability, caring for someone less fortunate than themselves.

Jessie Matheson teaches at Park School, Kilmarlock.

This piece originally appeared in the Scottish Central Committee on Physical Education Newsletter in September.

The uses of John Roberts

Nigel Richardson

John Roberts had a scantily documented life. We know that he died in 1972 in the Outer Hebrides. That his sister was killed by a tourist's car when he was nine years old. That when he died relatives found, amongst other things in his bed, a cut-throat razor, four pairs of long pants, two fountain pens but no biro, the damp-stained and faded photograph of a woman signed "Marie 1967", an oil lamp and an electricity bill which consisted of a £1 standing charge but no units used.

They were unable to find any trace of a driving licence, a television licence or a radio. As far as is known, he never left Scotland except for six weeks in 1948, when he went to London, lived in one room in Earls Court and then went to Glasgow.

A birth certificate and school report survive, indicating that he was born in the Outer Hebrides in 1923 and went to school there. Evidence has also been discovered to show that he lived alone in one room in a Glasgow tenement from 1948-72, working in the local tax office and rising to a position in which he earned £5,500 per year. His total known financial assets at the time of death amount to £171, but he also had 4,000 books, a bicycle and a huge collection of cacti.

Someone who knew him in his youth remembers that he vowed then never to take up smoking, and he seems to have kept to this until his trip to London, although others claim that he was a 40 per day man all through his Glasgow years. He seems never to have married.

The evidence is given to them, it is true, rather than them having to seek it out, but it must be re-arranged into some sort of chronological or other reasonable order. (If there are any) have to be filtered out. Sums of money must be assessed for significance in the light of recent inflation.

His life must then be written up in crisp literary form which will appeal to the history book buyer market. It must be shown that words like "and" and "but", "moreover", "however" and "although" are not as interchangeable as is so often thought.

Above all, cause and effect must be carefully weighed up, and each would-be historian must decide

I have often found myself wondering about John Roberts. Was he happy in his strange, seemingly humdrum way? Is there any discernible pattern in his life? And could there be a vital clue hidden away somewhere that would suddenly sweep away the mystery of his apparently solitary and unproductive adult years?

All of which is rather a weird exercise, since John Roberts is entirely a figment of my own imagination. He has done sterling service over the past seven years with at least twenty history classes, from 13 year olds to Oxford candidates in their final term. He has taught them all, on a small scale, what historians have to do whenever they put pen to paper.

The evidence is given to them, it is true, rather than them having to seek it out, but it must be re-arranged into some sort of chronological or other reasonable order. (If there are any) have to be filtered out. Sums of money must be assessed for significance in the light of recent inflation.

His life must then be written up in crisp literary form which will appeal to the history book buyer market. It must be shown that words like "and" and "but", "moreover", "however" and "although" are not as interchangeable as is so often thought.

Above all, cause and effect must be carefully weighed up, and each would-be historian must decide

where reasonable assumptions and wild guesswork begins. Study is reasonable to assume that the death of his sister made him wary of outsiders - or is it? Does this, and the contents of his room after death, indicate a progress-hater?

Was smoking in London a redemptive awakening on reaching the South of Scotland? Do the cacti and the books indicate a happy interest in an embittered recluse? Maybe, I talked to the cacti for company!

Does his return to his birthplace at the end indicate a premonition of death and the need to return to his roots? Why did he not do military or war service? And can any reasonable explanation at all be offered for Marie's existence or for where all his money went?

Wild explanations have frequently been offered. He ran an enormous chain of brothels in Glasgow and Marie blackmailed him into handing over all his earnings or she would tell the police. He was an MI5 agent and left London because the Russians had caught up with him. He spent his life fiddling the Inland Revenue and stacked away all his winnings in an as yet undetected tax haven.

He has proved a most useful and versatile character. There must be many more like him lurking in the imaginations of history-teachers. I am only sorry I never actually met him.

Nigel Richardson is sixth-form new Uppingham School, Leicestershire.

The new bogeyman

Jean Howard

How many of us, as remedial or pastoral teachers, have been confronted with an official report saying that a child has "specific learning difficulties"? How many of us cast it aside with a sigh, knowing full well that we could not carry out within the state system the individual multi-sensory programme of work suggested, and that even if we did, the child would never be seen as an achiever within the exam-orientated curriculum of a secondary school?

I am fortunate to work in a well-heeled area and to have probably the best qualified and most successful private dyslexia tutor in the country living down the road. Even so, see the pupils who have attended her sessions fail dismally in the school system, despite making tremendous personal improvement.

There is no place in the state system for the child who cannot conform to the narrow criteria of intelligence or academic success which even the best comprehensive still holds. A lot of lip-service is paid to the needs of the non-examiners, but they quickly learn their place - right at the bottom of the heap.

It is no coincidence that dyslexia came into vogue with the advent of the comprehensive school. For a long time people had felt that there were intelligent children who were not succeeding, and the 11-plus was the big bogeyman responsible. Now we have no 11-plus, and intelligent children still fail. So where do we go? Integrated studies? Mixed ability? Better still, we find a new bogeyman - dyslexia!

Now I believe that there is such a thing as dyslexia, and that it is probably a physiological condition that responds to expert and intensive training. But the present system cannot absorb such a handicap. For the dyslexic child, reading and

writing is like trying to learn a musical instrument when you have very little talent. It requires constant practice and tedious memorization of theory.

Yet in schools we cannot be satisfied with a reasonable competency like the ability to sight read and entertain friends with familiar tunes. We have to insist that the child struggles on to reach concert standard, so that he or she can prove their intelligence and ability to the world. The child is doing its best under difficult circumstances. It is we who are wrong, who make up the system, which still after a hundred years caters for the average majority and discriminates against awkward minorities.

This is the problem the state education system has to face. Now we have educated the masses - now we have to educate the minorities - be they dyslexic or gifted or black.

Jean Howard is in charge of remedial work in Gunley House School, Hounslow.

Lack of balance

David Wright

I am glad that our article (6 November) has encouraged further discussion of bias (11 December), but I am sorry parts of it have been misunderstood.

We said clearly that we were discussing resources "from respected authors and publishers". To make the point doubly clear we then referred to Gladys Hickman as "a widely respected scholar and author" and to the Geography for the Young School Leaver project as "much-praised". But good work may nevertheless have weaknesses. It is normal professional practice to discuss possible weaknesses; this we attempted to do.

In both cases, our criticism was confined to one item, on one page of text. The topic was the mining compounds in South Africa. I am conscious of the many good features in both, GYSL and *The New Africa*. We thought we had made it clear

books (not Gladys Hickman's exclusive photographs of the black townships, even though the South African Embassy is willing to provide them).

In a short article, it is of course not possible to give details of all the good qualities of the resources available, nor can all the books studied be listed. Similarly, the details of the picture analysis cannot be included. I am glad that Gladys Hickman is in sympathy with our intentions, but I do not accept her claim that there is "inaccurate or distorted reporting" in our article.

We merely wanted to highlight items which appeared to offer an unduly "rose-tinted" view of South Africa. Good books may have weaknesses, and possible weaknesses need comment and discussion. I hope that geographers will spend more time and energy in the 1980s in discussing resources.

The article was written by David Parley and David Wright, and not just by the latter, as printed.

The Reich's progress

Roger Morgan reviews some new books on twentieth century German history

The Hitler State. The foundation and development of the internal structure of the Third Reich. By Martin Broszat. Longman £9.95. 582 49200 9. 0 50 48997 7 0.

The Slave State. Heinrich Himmler's blueprint for SS Supremacy. By Albert Speer. Heinemann £10.95. 0 433 0013 1.

The German Social Democratic Party 1933-1933. By W. L. Guttman. George Allen and Unwin £18.50. 0 413 0004 6.

The Road to Nuremberg. An essay on the interpretation of National Socialism (1933-1935). By Pierre Ayouberry. Routledge and Kegan Paul £12.50. 0 710 0065 X.

The Road to Nuremberg. By Bradley J. Smith. Johns Hopkins £7.95. 0 233 97410 1.

Hitler's Rise to Power. Britain, America and the purging of Nazi Germany - A Pledge Betrayed. By Tom Bower. John Deutsch £9.95. 233 97922 7.

In one sense, we know the story of the rise and fall of the Third Reich very well. We know how the many weaknesses of the Weimar Republic, both constitutional and international, culminated in the rise of mass unemployment after 1929, allowed Hitler to take office in coalition with the national right. We "know" how he eliminated them from power and established a totalitarian system in Germany before embarking on an expansionist policy which provoked the war, and how finally, after the horrors of the "Final Solution" and Nazi oppression of most of Europe, the Third Reich ended with Germany's unconditional surrender.

The merit of a book like Martin Bower's *The Hitler State* is that it asks us to realize how many facets of the Third Reich we do not really know, and how many questions must be asked which have not adequately considered.

Professor Broszat's book appeared in German 10 years ago, and has been updated in its English translation (excellently done by Dr. John H. Brown). Summarizing the results of the author's years of study of all aspects of Nazi history and his long membership of the Munich Institute for Contemporary History, the book probes and systematically explores the subject indicated in its sub-title, the foundation and development of the internal structure of the Third Reich. This analysis of what exactly

Hitler's "take-over of power" meant for the institutions of German public life - trade unions, industrial and peasant organizations, law courts, and local government - will be of great value to teachers who already "know the story" in the sense indicated above, but who want to convey more clearly just what it was like when the Third Reich established its power in Hamburg and Bremen, say, when law-courts and the civil service were placed under new masters, when Ribbentrop and his Nazi followers took over the traditionally-minded Foreign Office.

Drawing together the threads of Hitler's first years in power, the author shows how a number of parallel changes in 1933-38 prepared the way for a faster revolutionary tempo at home and abroad: "change of leadership in the armed forces and German Foreign Office, the reorganization and intensification of economic planning... the final ending of collegiate cabinet meetings (February 1938), the rapid growth of concentration camps and armed SS units, the simultaneous massive onslaught against the judiciary and the bureaucracy..."

Finally, as he considers the time when nemesis approached and struck, Professor Broszat's lucid exposition underlines the most important point that the Third Reich succeeded in damaging or destroying all the elements of German society - conservative as well as innovative, right-wing as well as left-wing - in ways whose consequences are still with us.

One of the most revealing documents on the true nature of Hitler's regime is Albert Speer's volume of memoirs, *Inside the Third Reich*. Speer has now followed this book, which appeared 10 years ago, with a more detailed study analysing the precise way in which Hitler, as head of the SS, used his position to spread his influence throughout every part of the Nazi system. Speer's main concern, as well as measuring the truly gigantic nature of Hitler's ambitions and his readiness to use any means to pursue them, is to explain exactly how he himself, originally a "non-political" architect working for his hero Adolf Hitler, came to bear a share of responsibility for the atrocities of the Nazi labour camps.

As he explains, lucidly and honestly, his blind determination to maintain Germany's war economy led him to ignore the sufferings of the slave labourers who contributed to it. Speer's examination of his own motives for following Hitler, and his shrewd observations on the differing mentalities of the Hitler, Göring, Bormann, and the others, will make this a fascinating source-book for teachers looking for first-hand material on the inner workings of the Nazi regime.

It is useful, in attempting the still-daunting task of putting the Third Reich in its proper perspective in German history, to look at some of the political forces which it displaced and tried to stamp out. One of the main ones was of course the old Social Democratic Party of Germany (SPD). W. L. Guttman has written a study of the SPD from its effective start in 1875 to its eclipse in 1933 which gives a detailed and illuminating picture of this great party's strengths and weaknesses.

The author's approach is not chronological, but analytical: by discussing the party's organizational development, the composition of its membership and electorate, and its role in German society and politics before 1914, he shows very clearly why the SPD at that point, despite its success in winning more than a third of the votes and its central place in the social, cultural, and workplace lives of millions of workers, was not a political force prepared effectively to take and use power. After 1918, when the SPD's radical leaders found power forced on them by the collapse of the Empire, the party's course went downhill all the way, and it could not muster the will-power and imagination to prevent Hitler from smashing both the SPD and the Weimar Republic itself.

Guttman's analysis of the "revolutionary" SPD before 1914 - "the party which had for over thirty years rejected the idea of making a revolution unless circumstances had virtually made it for them" - shows why it was so helpless when faced with a real revolutionary like Hitler.

Professor Pierre Ayouberry, a French specialist in the history of Germany, approaches the phenomenon of the Third Reich from a very broad angle of vision. In his "essay on the interpretations of National Socialism, 1922-1975", he considers the explanations of Nazism put forward by a very wide range of commentators: political opponents of Hitler, Nazi spokesmen themselves, journalists, historians, economists, specialists in German literature, sociologists and psycho-analysis, among others.

The result is a fascinating study in the history of ideas or in the sociology of knowledge, in which Ayouberry not only summarizes the interpretations given by all the authors he cites, but also comments most incisively and thoughtfully on his own view of the Nazi phenomenon. As a historian he locates each interpretation very properly in its context: the writings of Hitler's Marxist opponents in the twenties and thirties, who saw Nazism as the inevitable final stage of capitalism, or in contrast the American political scientists writing during the Cold War period (Carl Friedrich and Zbigniew Brzezinski among them), who analysed Nazism and Communism as two variants of a basic system of "totalitarianism".

Not the least of this book's merits is the great erudition and lucidity with which the author discusses the contributions of many different disciplines: the view of psychologists like Erich Fromm or Wilhelm Reich; sociologists like Ralf Dahrendorf or Jules Monnerot; economic historians like Daniel Guérin or T. W. Mason; political historians like Alan Bullock, Karl Dietrich Bracher, or A. J. P. Taylor. Professor Ayouberry's work (concise and surprisingly easy to read, despite several imperfections in the translation from the French original) is a most stimulating guide to the nature of Nazism and the problem of interpreting it.

The books by Bradley Smith and Tom Bower address themselves to a more limited problem, but still a fundamental one: once the British and American governments had realized that the expansion of the Third Reich could only be halted by its defeat in war, and once they began to draw near to achieving this, what should they do to punish those of its leaders who might survive? Faced with a regime as monstrously evil as Hitler's, there was a massive case for retribution against those responsible for it, and for making an example, sufficient to deter any possible repetition, but what form exactly should this take?

Professor Smith, concentrating mainly on the wartime discussions in Washington (since, as he shows, the

idea of putting the Nazi leaders on trial as war criminals found more support there than in London), demonstrates with great historical fairness and insight how Roosevelt, Truman and their subordinates espoused the plan that led to the Nuremberg Trials of the major Nazi survivors. Mr Bower, though he also provides much evidence on the background to Nuremberg (mainly about the views of the Foreign Office, the War Office and other authorities in London), raises a much wider set of questions about how the whole aim of "de-nazifying" postwar Germany was defined, what was done and what was not done about it, and why the whole operation was largely abandoned in the Cold War years, leaving unpunished a number of Germans who had clearly been responsible for Nazi atrocities.

Mr Bower's reminders of these atrocities are horrifying, and the whole appalling record of the Third Reich is of course a subject that makes dispassionate research difficult if not impossible. Mr Bower unfolds a tale of high-level confusion both in Washington and in London (could war crimes trials and denazification be justified in law? who was in fact going to govern Germany after unconditional surrender? and in any case surely the overwhelming aim was to win the war, not to waste time on what would happen afterwards?); he also shows very clearly how the developing rift between Russia and the Western allies changed Western thinking towards a more lenient view of ex-Nazis, coming as it did amidst all the other pressures and troubles of the occupation period.

However, many of his general assertions about the motivations of the Western authorities, about the influence of ex-Nazis in the Federal Republic, and about West German discrimination against anti-Nazis, are not borne out by any evidence he produces, let alone the evidence he ignores (for instance he cites Achenbach and Filbinger as ex-Nazis prominent in West German public life, without saying that the political careers of both were ended when evidence of their Nazi past came to light). Understandable emotion at the horrors of the Third Reich should not prevent historians from trying to reach soundly-based conclusions about its causes, its nature, and its implications.

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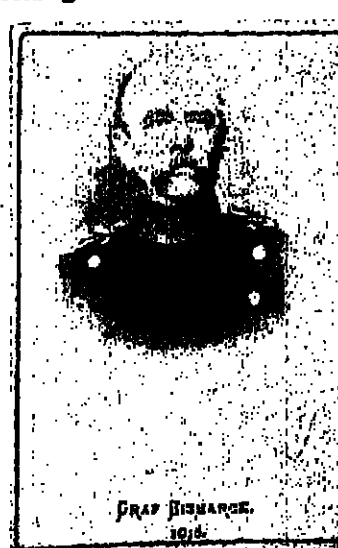
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Leader out of tune

Douglas Johnson on Bismarck



OTTO VON BISMARCK

all, other than that of keeping the rest of Europe on edge. Inconsistent, restless and ineffectual: it is with such terms that Bismarck's final years are described.

It is clear that Crankshaw dislikes Bismarck. He regrets the young man, romantic and impulsive, serious in his readings of the Bible, solemn in his descriptions of himself in his letters. He is revolted by the old man, overeating joylessly on his estate, gossiping shamelessly in the salons, intriguing unscrupulously in his office in order to defend his own power (about which he was, in any case, cynical and hateful).

But most of all, Crankshaw disapproves of Bismarck because of what he did. He is one of those who sees a certain continuity between Bismarck and Hitler and who finds in Bismarck the agent who made it possible for Germany to destroy a worthy type of European life and civilization. He supposedly ac-

tomed the German people to government by bullying and trickery; he is said to have elevated what is called the amor concept of politics into a principle. It is as if it is Bismarck who is to be held responsible for the strength of German militarism and the weakness of German liberalism.

This is a biographer falls into the sin of over-admiration. Then he tends to attribute to his subject all the achievements of a nation. But here, in his dislike and disapproval of Bismarck, Mr Crankshaw blames him for all that has gone wrong with German history. This is a good biography and it is to be recommended for its sharpness and precision. But Bismarck's creation of a semi-united Germany, his attempts to find working arrangements to govern it and to adapt the European system to its existence, cannot be written off simply as the devices of a shallow and declining statesman.

favourite for biographers. It is possible to explain a lot of the problems of Germany by referring to a leader who was so out of tune with the realities of the country which he was governing, and who was, perhaps, out of tune with himself. Edward Crankshaw, apologizing possibly with unnecessary insistence because he is telling stories about Bismarck which have often been told before, extends and enlarges upon these aspects of paradox.

Thus we are presented with a Bismarck who is supposedly loyal to his sovereign, but he gossips with his English friend, embarrassing him with incredible stories of the royal family. There is the Bismarck who is able to stand up to the attacks and intrigues of the press and the politicians, and then present himself as being forced by public opinion to take a particular action. There is a Bismarck who has been much admired, and who is supposedly the

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books

Strategies for survival

Anthony Wootton

Survival in the Wild: Feeding Strategy. By Jennifer Owen. 0 19 217706 0. Camouflage and Mimicry. By Denis Owen. 0 19 217683 8. Sexual Strategy. By Tim Halliday. 0 19 217707 9. Oxford University Press £5.95 each. Nature as Constructor. By Klaus Wunderlich and Wolfgang Gloede. Translated by Dr Vladimir Vorechka. Prentice-Hall International £9.95. 0 668 05102 7.

Prolonged ecological study of animals and plants brings the realisation that the way organisms are formed, coloured and behave is directly linked to the three basic problems of survival - feeding, avoiding being killed, and seeing to it that species continue by mating and reproduction. By doing all these things at maximum efficiency, individuals pass on their traits best suited for survival to succeeding generations. Such is the overall theme of the three volumes produced under the general title "Survival in the Wild", each written by a zoologist with considerable field experience.

Inextricably linked and interdependent as they are, none of the "strategies" can be considered more important than the others, but certainly no organism can exist without the basic "building blocks" that give it the energy to carry out its various activities. *Feeding Strategy* is thus, perhaps, the most basic of the three. Jennifer Owen discusses the different feeding methods, from plant-consumption to predation (including parasitism), and describes the many competitors for the various resources. And competition there is, although it is significant that no two organisms have exactly the same

feeding requirements at precisely the same time: each has its feeding niche and, moreover, nothing goes to waste. So delicately balanced is this feeding pattern that interference with it can prove disastrous. Take the example, related here, of the problems encountered by Australian cattle-impertors, who found that endemic dung-beetles, used to dealing only with the faeces of kangaroos, proved quite unable to cope with the bovines' large cowpats - which consequently accumulated and resulted in the proliferation of rank herbage quite unpalatable to the cattle.

Waste-feeding frequently involves clearing up after a predator has made its kill and, as Denis Owen's *Camouflage and Mimicry* demonstrates, the strategies involved here are complex in the extreme. Much of his book is concerned with the myriad, often quite astounding, devices animals use to avoid predation or capture prey: leaf- and twig-like insects matched by predators such as mantids which adopt similar disguises or, at the other extreme, animals which brazenly advertise their presence by warning colours, including the South American frog *Dendrobates histrionicus* (delightful epithet) which is so poisonous, as indicated by its brilliant black and red coloration, that natives use its arrowheads for tipping their

The related *Dendrobates auratus* points to an equal diversity of reproductive technique in Tim Halliday's *Sexual Strategy*. Parental care is rare in the amphibious, but not only is it rare in *D. auratus*, the usual pattern is reversed in that it is the female here who initiates copulation and the male who helps rear the

tadpoles. Amphibians are the author's speciality but his selected examples of how individuals find, compete for mates and actually set about mating range over much of the vertebrate and invertebrate world.

One of the fascinations of *Sexual Strategy* is that it is also about the absence of sex. Not merely is asexual reproduction the norm in many groups, some animals can produce both asexual and sexual forms: the former surviving happily in a status quo, and sexual forms (inheriting the ability to adapt) doing best when conditions are liable to change. A final chapter concerns *Homo sapiens*, whose changing physical and cultural environment would seem to exert at least as much influence on sexual behaviour and attitudes as does natural selection. All three titles are beautifully illustrated with colour and halftone photos and line drawings.

Nature as Constructor explores a quite different but equally important theme. What we are concerned with here are comparisons between natural structures and capabilities and their human (technological) counterparts, sometimes copied, frequently conceived independently: the incredible tensile strength of a wheat stem or spider's thread (superior to structural steel), the superb balancing (analogous to roofing arches), and a host of other topics ranging from jet propulsion in cuttlefish and Medusa to animal flight and "radar" systems. Unfortunately, the whole book is marred by poor translation from the original German, resulting in extremely turgid reading and often, frankly, non-English.



Here's the Year by Peter Watkins and Erica Hughes, a sequel to their Her's the Church (Julia MacRae Books, £5.75), takes the reader through the Church year from Advent to Remembrance Sunday and has time to spare at other interesting annual milestones including April Fools' Day and Bonfire Night. An unusual and informative book.

When icicles hang

The Winter Solstice. By Shirley Toulson. Jill Norman and Hobhouse £5.95. 0 906908 25 6.

The old myths, Shirley Toulson tells us, grew out of the seasonal divisions of the year. A vast number arose from the ceremonies surrounding the shortest day. In Pagan, Roman and Celtic times sacrifices of men and beasts, kings and slaves, were made to ensure that the longer days would bring richer harvests and greater horrids. *The Winter Solstice* is crammed with fascinating information about these rites, which eventually were turned by the Christian Church to its own use.

ger and longer, but they were, like our own Government, forced to extend it officially to include January 1. The winter solstice of North American Indians, based on their worship of the sun, took place in kivas, underground chambers entered through a hole in the ground. The fire's smoke could escape only through this hole, and thus the shamans or witch doctors came through smoke. The European Father Christmas came down the chimney probably derives from this, though Father Christmas is also linked with Odin, the Norse god, his sledge and reindeer growing from Odin's chariot drawn by the eight-foot horse Sleipnir.

Shirley Toulson's canvas is wide, entertaining and colourful. Apart from showing customs of food, plants and animals at Yuletide, Halloween, Candlemas and other festivals, it traces the history of mummers and guizers from the old-time plays to the antics still taking place in many villages from Somerset to Shetland.

Fred Urquhart

Children's literature Fantasy fan-fare

As one might expect in what is now a highly competitive field, the standard of picture books for young children rises all the time. All those in this small collection are easily recommended. The two most innovative are *The Great Fruit Gum Robbery* (Methuen/Walker, £2.95 each), both by Russell Hoban with lively illustrations by Colin McNaughton.

Three boys are engaged in a dressing-up fantasy. The first is a space trip and the language is heroic laced with sci-fi - "All of them were alien, all of them were strange... Their battle cry was 'Three chairs for Aargh!' (the space ship is made of chairs).

The second involves a deep sea diver, an arab and the rascal baby Turpin. The imaginative child will love the drama, the humour and the language and will use the stories in his or her own play.

Alfie Gets in First (Bodley Head, £3.50) has the beautifully observed and expressive illustrations of its author, Shirley Hughes, to commend it. It concerns Alfie who gets locked in the house, a plot which might upset the sensitive child. It has a happy ending though; Alfie, the least

panicked of the characters, finally opens the door.

There are very few picture books in which the vast majority of characters are incidentally black. This one fills a need and does it well. *Maybe It's a Tiger* (Macmillan £3.95) by Kathleen Herson, illustrations by Niki Daly looks at a group of children who collect a zoo of real and imaginary animals. Urban children will recognise the setting and all children will adore the fantasy.

Harry's Stripes by Jill Waterman (Burke Books £3.95) is one of a series which aims to draw children's attention to shapes, colours etc. This one follows Harry and his mother on a stripes spotting outing. It cannot help but seem a little forced, but is nicely drawn and the children I showed it to entered into the quest.

Carolyn O'Grady

Ducks are a-dabbling

Where Wild Geese Fly. By Sheila McCullagh. Hart-Davis. £1.95. 0 247 13190 3. **The Bird-Watcher's Dictionary.** By Peter Weaver. Poyser £5.00. 0 85661 028 3.

Slimbridge, Peter Scott and wild-fowl are virtually synonymous. It is appropriate that a first-rate introduction for young people to the pleasures of watching water-fowl should be enriched by many drawings by Sir Peter.

He contributes a foreword, too, encouraging visits to Wildfowl Trust centres, the objectives and practices of which are well detailed in the book. Geese, ducks and swan (the anadidae) are the mainstays of the story. The various members of the families, their habits and habitat are capably described.

Details of the establishment of the Wildfowl Trust and of the work of its centres are associated with advice

on ways to study the birds, identify species, even recognize individuals (the ringing function) and, above all, serve the cause of conservation.

There are heartening reports of such achievements as the re-generation of the Ne-ne geese. By 1947 there were less than 50 in all the world; in 1950 one male and two females were sent to Slimbridge. There, breeding was so successful that it has been possible to send over 200 back to their native Hawaii where they live in the wild and continue to multiply.

Swans naturally feature largely. The advent of the Bewick's swan and migratory cycle makes another inspiring tale. Then there are the ducks, neatly divided into diving ducks and dabbling ducks. There are especially delightful photographs showing how a Goldeneye duck preens his feathers.

The combination of the photo-

graphs, lucid and informative text, and the drawings make this an absorbing whole. Expanding attentances at the seven Trust centres will surely include many readers of this enchanting book.

Newcomers to the excitements of ornithology will find many of their questions answered in a birdwatcher's dictionary. Its aim is to provide definitions of terms and phrases, including technical and popular language. Thus the diving and dabbling ducks mentioned above are efficiently and adequately distinguished, white entries in the same part of the alphabet include dawn chorus, descendant moult, diastrophic and display.

Indeed, the coverage is sufficient to help many already involved in this enticing hobby. Incidentally, do experts use the word ducle to denote "a casual birdwatcher, without a serious commitment"?

F. W. Kellaway

new community

Journal of the Commission for Racial Equality
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Vol IX No 2 Autumn 1981
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On a string

The Complete Book of Puppets and Puppeteering. By Robert Harford. Oak Tree Press £5.95 and £3.95. Distributed by Ward Lock.

Everybody who has anything to do with puppetry is more or less apologetic about it, which is part of the vicious circle in which puppetry remains a low status. As with many apologetics, the manifestations range from romanticizing to defensiveness. *Puppets and Puppeteering* tends more towards the romantic, possibly because of its American origins. There are exhortations to just do your thing, feel your way, etc.

However there are plenty of practical suggestions too, details of puppet construction and technique and all be obtained in Great Britain. The book starts from the same reference point as so many recent puppet books: *Muppetry*; *Sesame Street* and the great Jim Henson. It makes you wish that at least one other puppet

series had made it, if only to vary the discussion framework.

The emphasis on "Tips from the Pros" and lengthy transcripts of interviews with puppeteers is a drawback. In *Puppets and Puppeteering* like a chat show, which makes for drowsy reading.

Ted Enik's illustrations are excellent and though the design of the book is old-fashioned it is attractive enough to interest children with a younger reading age than puppet-making age. Children of about 13 upwards could cope with most of the language and technical demands of the book.

It is a good second puppet book for children already attracted to the subject and motivated to continue with it. Insights into why puppeteers do the work that they do, and how they do it, is very valuable, but the book is neither pretty enough to look at nor basic enough in its practical content to be suitable for beginners.

Basil Browne

books

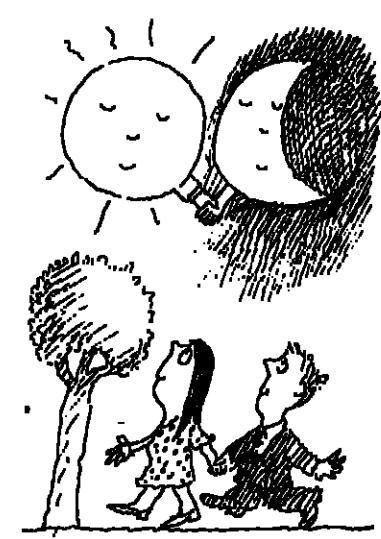
religious education

Tidings of identity and worth

Edward A. Fennell on the success of the new Hampshire syllabus

The necessity for an "agreed syllabus" on religious education was laid down by the 1955 Education Act. Fortunately, the regulations showed that some authorities could adopt syllabuses drawn up by other authorities and this has become widespread.

For many years, the West Riding syllabus enjoyed great popularity throughout the country. A new content has appeared on the scene, however, with considerable effect. The recent publication (1978) of the Hampshire Syllabus has marked an important development in the philosophy of RE in schools and this has been illustrated by the extent of its adoption.



Already 15 authorities are using it and the signs are that the new approach devised by Hampshire could have a radical influence on the direction in which RE goes.

The Hampshire syllabus is important in a number of ways and not just within the RE context. Of particular interest is the study currently being undertaken on behalf of the Schools Council by Alan Brine, a lecturer at King Alfred's College, who is examining whether guidelines on "good practice" can be identified to make more effective the translation of policy statements into action in the classroom.

This whole issue is particularly

important because a teacher who scanned selectively through the syllabus would probably find it to be so remote from the traditional approach as to be incomprehensible.

"Body language - the use of expression, gesture and movement." "Experiences of and responses to: sun and moon; sea and wind; storm and calm; silence and sounds; stillness and movement; harmony and disharmony." "Local government - town and village officials and their work." "Friends - loyalty, quarrels and making up; forgiveness." These are some of the issues taken to illustrate the objectives of the syllabus.

Instead of laying down definitively specific elements of the Christian tradition the aim is to help pupils to understand the nature of religious beliefs and practices. Christianity, along with other faiths, is then brought in to illustrate these. The

syllabus is clearly based on the recognition that contemporary British society is multi-cultural and there is an attempt within the syllabus to "celebrate differences" in belief.

"The syllabus is really about the meaning of life," says Brine, "and is concerned to help the children explore their own specific experiences." As the syllabus itself says "Many pupils are engaged in a personal search for meaning, purpose and values. A religious education which is seeking neither to indoctrinate nor to persuade should afford them positive help in the search."

Because the syllabus is interested in the direct experience of the pupil it is particularly concerned during the early primary stage with things like sense-experience, active exploration, experimentation, and conversation. Later on it seeks to "develop a sense of the pupil's own identity and worth." It is only in the secondary stage that the syllabus includes objectives like "To enable pupils to give a coherent account of the main teachings and events recorded concerning Jesus." Likewise the syllabus refers to Moses, Mohammed and the Buddha.

Flexibility is central to the recommendations so that the objectives can be adapted to the needs of local communities. Hence although Christianity is accorded a central place ("because of its formative influence upon this country's culture") it can co-exist with a very substantial emphasis on any of the other major world religions.

The syllabus is also anxious to develop language, art, music, dance and decision-making skills.

Not surprisingly, many teachers especially in primary schools have

had to make big adjustments. To help them Hampshire has published a 135 page "Handbook" (*Paths to Understanding*) to accompany the syllabus. It is designed to "show how some teachers are putting the principles of the new syllabus into practice... and introduce important new ideas on various aspects of Religious Education."

It is the success with which these new ideas are being received that Alan Brine is particularly keen to study. Working in 14 junior schools in Hampshire and Wiltshire he is conducting detailed interviews with staff and pupils to see what progress has been made. In both counties the new syllabus was issued in a tightly controlled way (to receive it heads had to attend a half-day conference) and Brine will be examining the effectiveness of this and the one day courses for all staff.

Without pre-judging the outcome of the study he already feels that probably more needs to be done to help teachers understand the significance of the new approach. He also feels that there is greater success where a "specialist" teacher is designated to develop religious education, and in consequence it may be necessary to have more scale posts in RE.

"Getting teachers to have a complete understanding of the syllabus is going to be a slow process," he says, "but it does seem that the majority of teachers are giving increasing recognition to the importance of RE and are seeing the positive contribution it can make to the curriculum. To that extent it is already a great success."

Edward A. Fennell is a freelance journalist.

Gardeners of Eden

Owen Cole asks for a transcendent approach to world religions

"Enough! Enough!" I can hear some teachers crying already. Surely after the appearance of 0 level syllabuses demanding competence on the part of the teacher in five religions, the more modest hopes of the Hampshire Agreed Syllabus that pupils will learn about Christianity as one is asking for more. Yes, they are - or anyway, I am. To some extent this may involve teachers in the task of acquiring more knowledge, but often the need will be to reconsider the use they are making in the classroom of the learning which they already possess.

Three areas would appear ripe for examination. The first is that of world religions itself. For many, if not most, students leaving school at the age of 16, their courses seem to cover only the narrative elements or the practices of the faiths they learn about. There is a possibility that faith itself is not met. The invited conclusion may be that Jews or Muslims do not believe nothing and have no codes of ethics. A world religions course should transcend the descriptive and historical.

Christianity is a world religion but teachers seem to find it difficult to teach in the way that they would teach to Judaism or Islam. It may be that their own doubts about the efficacy of its practices, their rejection of the church on the corner, and their uncertainty about its claims makes it easier for them to take their pupils to the gurdwara and ignore the church which stands facing it. However, this is an obstacle to be overcome for children have a right to study Christianity as well as Judaism or Islam, and not to be fobbed off with discussions about personal and social problems. They also need to be taught Christianity in a way which makes no cultural assumptions; for many pupils their Jewish neighbours may have a better working knowledge of Christianity than they possess. Curriculum development in the teaching of Christianity tags some

way behind that in the teaching of other religions which may be why some teachers are reverting to the old, dull path of biblical studies.

Beyond world religions lies religion studies. This is the second area to which I wish to draw attention. A report (JES, September 11) that the Schools Council recommends that at 16-plus all pupils should study Christianity and one other religion is disappointing. Not only does it contradict the reported view that Christianity should enjoy no privileged status, it also implies that the goal of religious studies should be knowledge about a number of religions. Sixth formers should already possess a basic factual awareness. Unless the 44 Act is being flouted they will have had 11 years of RE; the 16-plus year might be the one in which they are invited to grapple with such questions as why some people are religious and others not, what is meant by religious experience, or revelation, or worship, what constitutes a religion, and what religions do for the individual and societies. In other words, I would like to suggest that the focus of school RE should be an answer to the question "what is the place and function of religion in human life and experience?" Too often it is only a journey through the religions. It would seem a pity if the 16-plus examination merely extended the field of exploration without increasing the depth of a pupil's understanding about religion.

The third area is one which should be included in the list of questions given in the previous paragraph, but it is a matter of such importance that it deserves separate consideration. It is the area of religious dialogue. Why are there so many religions and which, if any of them, is true? These are issues which a world religions course should throw up unless classes have been lulled into complacency as a result of visiting fascinating mosques, synagogues and gurdwaras (and perhaps the odd church), and meeting such exciting people as imams, rabbis, and vicars.

Owen Cole teaches religious studies at West Sussex Institute of Higher Education. He has recently published *World Faiths in Education* (Allen and Unwin) and *Five Religions in the Twentieth Century* (Hulton).

Christianity: Then and Now

Richard Hughes

Christianity: Then and Now is the first of three books in a new course for children in the lower secondary school, which also provides a good grounding for those going on to an O Level or CSE Course. The course is:

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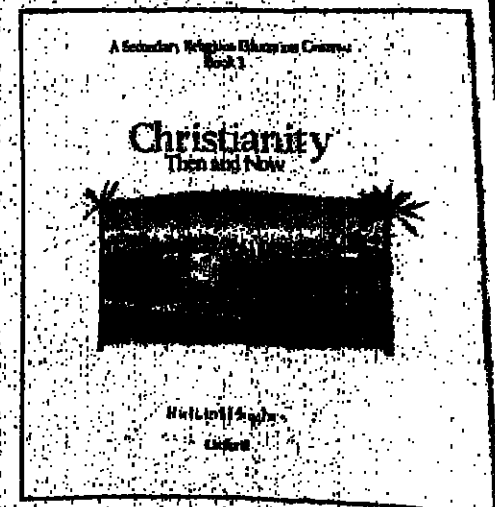
Christianity: Then and Now encourages children to look critically at the traditional interpretations of Christ's teaching and arrive at their own conclusions.

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Oxford University Press

religious education

All the best tunes

By David and Jill Wright

"If there's one subject that can compete with football and cookery for public interest, it's hymns".

This is a quotation from Britain's top-selling weekly, the *Radio Times* (June 26, 1981, and for good measure, repeated on July 11). It seems that schools which have abandoned singing hymns because hymns are out-of-date, are themselves out-of-date.

Certainly the high audience-ratings for ITV's *Your Hundred Best Hymns* and for BBC's *Songs of Praise* offer tangible evidence that hymns are an important element of our culture. Schools thus have a role in introducing pupils to hymns. But two major changes must be made if hymns are to justify and retain their place in school. Several hymns must be dropped, and the remainder must become comprehensible.

First, hymns which express - or seem to express - values which are no longer acceptable must be consigned to the dustbin. Exactly which hymns need to go will be a matter for lively debate, but strong candidates would be:

1. Hymns that seem to suggest glorification of war (Onward, Christian soldiers...).

2. Hymns that seem to treat loyalty to one's nation as a higher virtue than seeking the right path (even if the prime example was the bride's choice at a recent wedding...).

3. Hymns that seem to suggest that social stratification is acceptable and unchanging, and/or suggest that the only purpose of life is reaching heaven (All that we need to know, Be we low or high, is to see that we grow/Nearer the sky);

4. Hymns that seem to express views of Western superiority (...The Heavens in his blindness...);

5. Hymns that seem to assume that progress is inevitable - (These things shall be a loftier race...).

Secondly, if the experience of



Singing with the spirit - Tewkesbury Choir School

hymn-singing is to become educational it is vital that the meaning of hymns is explained. "Hymn 123" is not a sufficient introduction; nor is a phrase such as "Once in Royal David's City". Explanation takes time, but the time is well spent if, in the process, a meaningless ritual becomes an educational experience. Hymns can be introduced in assembly, or studied in lessons (RE, or English, or Humanities).

Many of the hymns sung in school were originally written to clarify concepts in the Christian faith. Yet these same hymns have now become incomprehensible. There is nothing inherently difficult about words such as "immortal" and "incarnate", but pupils need help with them. "Morning has broken..." is about God's work in Creation and Re-creation; pupils who unwittingly sing "Fresh from the Word" as "Fresh from the world" miss the whole point. How shall they learn without a teacher?

Even phrases that seem obvious to adults may be lost on 2C. The pupil who in all seriousness explained to one of us the meaning of "Thou

modest man" in Tennyson's *In Memoriam* as "You are nuts" is using sound logical reasoning. The problem in the past was a remote and difficult literary, which hymn-writers as varied as Charles Wesley for the Methodists, Mrs Alexander for Anglicans, and F. W. Faber for Catholics deliberately sought to interpret and clarify.

Now we have prayers and readings in modern words, but the hymns have themselves become remote and difficult. It is seldom practicable to "modernize" hymns in the same way as prayers or Bible readings can be re-expressed in contemporary language, because most changes will ruin the metre and the rhymes. But discovery of meanings is a major function of education: pupils work daily on such tasks in English, French, and almost every other subject. Why have hymns been segregated from education?

Discovering meanings involves a study of the theme of the hymn, as well as the meaning of the words used. Few pupils can "see the wood for the trees" as they sing. If there is

a logical sequence to the reasoning in a hymn, they are unlikely to see it. For example, a number of hymns have the Trinity as a theme, successive verses being about Father, Son, Holy Spirit and the Trinity in Unity (e.g. "Eternal Father strong to save" and "Thou whose almighty word").

Several themes can be explored in the introduction to or study of a hymn:

● Who wrote the hymn? Several hymns were written by clergymen who led uneventful lives of no interest to students. But there are many exceptions, John Newton, the former slave-trader, is an obvious one. Equally interesting, but never mentioned in school, is the life of J. Montgomery, who was a Sheffield newspaper editor, imprisoned twice for radical opinions on the French Revolution. The assumption that all hymn-writers were right-wing reactionaries can be usefully challenged!

● Where was it written? "St. Patrick's Breastplate" is an example (albeit much altered in translation) of early Celtic Christianity. We sing hymns translated from many European languages, including Welsh. Several well-known "English" hymns are in fact by American authors, e.g. "It came upon the midnight clear" (E. H. Sears).

● When was it written? There is a span of 1,500 years in the dates of authorship of hymns sung in schools. Some hymns are particularly relevant to their time, and an explanation is helpful. Addison's line "In Reason's ear they all rejoice" is the epitome of the eighteenth century Age of Reason. Kingsley's "From thee all skill and science flow" was written in the great age of scientific progress and not, as most pupils would imagine, before it.

● Why was it written? Often we do not know. But sometimes we do - and there seems no good reason why we should not pass on the knowledge. For example, "Dear Lord and Father of mankind" is part of a poem by J. G. Whittier entitled *The Breeding of Soma*. Soma was an intoxicating drug (amazingly, many pupils believe that drugs are a new exciting discovery), and Whittier compared the superficial froth of religious emotionalism, widespread in

America at the time, with a deep, quiet faith.

● Are the words of literary merit? Several well-known poets are also hymn-writers: this is a pointless introduction to part of English literature. English teachers who have abandoned *Paradise Lost* as "too difficult for 4C", have doubtless made the right decision on educational grounds. Yet they may well be totally unaware of one of the greatest English poets. Meanwhile, the same pupils are unwittingly singing words written by the teenage Milton: "Let us with a gladness mind". Other poets who can be referred to through hymns include Addison, Cowper and Tennyson. Hymns provide a relatively easy access point to some English poetry.

● Where do we go from here? We hope that this article will lead to further study and discussion. There are lots more possibilities:

1. An exchange of ideas on how to introduce hymns in a way that does not alienate pupils;
2. Examples of the study of hymns in lessons;
3. More discussion on hymns which are appropriate or inappropriate for school assemblies, leading to a definition of criteria;
4. Articles on hymn-writers, or on specific hymns.

But for the individual teacher who wishes to start at once to use meaningful introductions to hymns there is a major problem with finding background material. Many books about hymns merely offer trustworthy anecdotes, others are somewhat dry reference books. Nevertheless, it is worth a look in section 245 in a library: Dewey gave "Hymnology" a whole section to itself!

Two thousand years ago, the Apostle Paul wrote, "I will sing with the spirit, and I will sing with understanding also" (1 Corinthians 14, verse 15). Surely we should seek the same goal today?

David R. Wright lectures at the University of East Anglia, Norwich; and Jill A. Wright formerly lectured at Avery Hill College of Education.

Harmonised

By John C. Fletcher

C. E. M. The Professional Papers: 1. The Total Curriculum in Relation to R.E. (1980) 2. Implementing the Agreed Syllabus (1981) 3. Current Issues in Examinations (1981). Available from Christian Education Movement, 2 Chester House, Page Lane, London N10 1PR. £1.75 each.

I was asked recently to supply a termly assessment grade for a set of pupils. The form gave clear instructions: "A - excellent; B - very good; C - average..." Teachers could add in the margin any further comments. I opted to dispense with the form and wrote, instead, brief notes on separate sheets of paper: notes such as, "Hates school, strong interest in fire-arms, intelligent, rarely displays emotion; will pass O level RE". The year tutor remonstrated with me and enquired what I explained that they meant what the words they embodied generally meant. I was further pressed: "Yes, but does that mean A, B, C, D or E?"

How ought we to assess our children and the courses we offer? Are examinations such as CSE any better than labelling devices which brand pupils as A, B, C...? Do our education policies offer anything like a total curriculum? These are questions which apply beyond the confines of RE but which are raised and stimulatingly discussed in the "Professional Papers" series published by the Christian Education Movement.

The first of these Papers examines the relationship of RE to the whole curriculum. Although published shortly before the Manifesto for Change, (see TES 30.1.81), the range of discussion in the Papers demonstrates that the C.E.M. has,

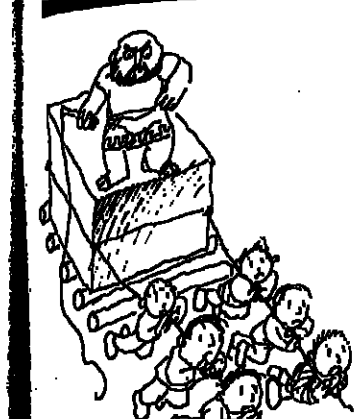
for some time, had the same vision of RE as a contributory element to a curriculum which transcends narrow subject divisions and aims not simply at integration within the timetable but at the integrated person as the product of education.

This theme is implicit throughout the second set of Papers which deals with the "harmonious confusion" of i.e. agreed syllabus and becomes quite explicit in an article by Howard Marsh which claims that RE should be firmly at the centre of the curriculum rather than a fringe discipline since it pervades all aspects of life.

Such an attitude to the curriculum entails a revision of the traditional process of assessing pupils by external examination since no formal examination can comment on an individual's preparedness for all aspects of life. C.E.M.'s most recent set of Papers deals with current issues in examinations and includes a challenging report by Jack Mansell on student-profiles as a supplement to examinations. Included in this issue, is the Schools Council discussion paper on the 16+ examination. It contrasts with the tone of the Papers other offerings in that it bureaucracy licks vision and defines its aims largely in terms of the assessment of knowledge - a clear case of the A, B, C and D's; in my opinion, a D.

The three sets of Papers are available from C.E.M. They should make invigorating reading not only for those involved in RE but for all concerned about future educational trends.

John C. Fletcher is Head of Religious Education at The English Martyrs school, Hanlepool.



Liz Heron on Christmas activities

Cuts have forced some galleries to close during the Christmas holiday, while some others report a smaller programme of activities. With facilities more limited than ever there's usually more need to book in advance. Fortunately, despite economic stringency, a lot of what's on offer is free. Most museums are closed on December 25 and 26, and January 1.

At the Birmingham Museum and Art Gallery, Chamberlain Square (01-225 2834) quizzes will be available throughout the holidays (December 21-January 4 inclusive, except for closures) on the themes of Toys and Birmingham and the Great War - linked to the current special exhibition. There are also a number of open sessions in the galleries as well as a series of ticket events. Open sessions: on December 21, 10.30 am-12.30 pm.

Place Touch is a chance to handle extra museum material in the On Level exhibition which is specially designed for disabled people. On December 22, 23 and 29, 10.30 am to 12.30 pm, there is Beasty Pictures, a morning of activities based on a gallery 16 and including drawing, colouring and gallery trails.

On December 30 and 31, 10.30 am to 12.30 pm, there's a Medieval Morning with quizzes, handling medieval objects and drawing. This will be based in the West Midlands Archaeology Gallery. January 4, 10.30 am to 12.30 pm and 2 pm to 4 pm, is an Egyptian Activity Day, with quizzes, drawings and a look at genuine Ancient Egyptian objects in the Egyptian Gallery. Open sessions require no advance booking, except for large groups. They are free and are for children of all ages.

Ticket events in the Galleries and the New Activities Room are free but have to be booked in advance. On December 22 from 10.30 am to 12.30 pm there's Your Garden in the Garden for children in the 5-8 years age to find out which animals they are most likely to encounter there.

This session is in the Natural History Galleries and will be repeated at the same time on December 23 for 8-13 year olds. Beasts on December 21 between 2 and 4 pm, helps children to take a close look at some of the animals featured in the Beasty Pictures exhibition. They can also do a special quiz. This is repeated at the same time on December 22 for children 8-13.

On December 23 from 2 to 3.30 pm, children under five accompanied by their parents can look at birds and colour drawings in Robin Redbreast, Christmas Food and Feasting. It's a talk with slides and recipes to take home. It is intended for children over ten and adults and scheduled for December 29, between 2 pm and 3.30 pm.

Tenaces to Trenches for children of 8-13 years, on December 31, from 2 to 4 pm takes a close look at some documents and objects connected with the Great War.

On January 4, from 2 to 4 pm for adults and accompanied children aged ten and over, there is Voices from the Great War, when Dorrie Lynette of the West Midlands Oral History Group will be playing recorded versions of tapes of recollections of the Great War and will explain how research is done.

There are also two ticket events at the Central Library, Chamberlain Square, on December 22, 3 to 4.30 pm, for adults and accompanied children aged ten and over, there's a Great War, a talk with slides and contemporary music, which covers aspects of the Great War on the

Gallery attractions

Liz Heron on Christmas activities

battle front and at home; and at the same time on December 30 there's a talk on Sutton Coldfield and the Great War.

At Blakesley Hall, Blakesley Road, Yardley, in the Birmingham area, there's a ticket event on December 21, 10.30 am to 12.00 noon for children from 5-9 years. Victorian Christmas Presents looks at some Victorian objects and helps children make their own Victorian-style presents.

The Brighton Museum and Art Gallery, Church Street, Brighton (0273-63005) is open during the holiday period and children can have free Animal Hunt quizzes with photographs of details from paintings. At the National Museum of Wales, Cathays Park, Cardiff (0222-397 951) on weekdays between December 28 and January 8 (excluding January 1), there are informal activities for children of 8 to 13, between 10 am and 1 pm and 2 pm and 4.30 pm.

These include question sheets and drawing sheets with crayons, which correspond to each of the Museum's six departments: Art, Archaeology, Botany, Geology, Industry and Zoology.

A Victorian Christmas is the theme for activities at the Grosvenor Museum, Grosvenor Street, Chester (0224 21616). On December 21 and 22, from 10 am to 12 noon and from 1.30 pm to 3.30 pm, children aged 7-13 can make decorations, cards, presents and food to evoke Christmas in Victorian times. Participants are asked to take old Christmas cards and paper, shells, scraps of ribbons, lace and shiny paper. Quizzes are also available throughout the holiday period.

The North Western Museum of Science and Industry, Grosvenor Street, Manchester (061-273 6636) has a special exhibition of children's steam toys.

At the Ashmolean Museum of Art and Archaeology, Beaumont Street, Oxford (0865 75222) there are three Christmas lectures for children aged ten and over. At 2.30 pm on December 29 there is Warriors of the Bronze Age; on December 30 Life in the Poppet-Scented Eighteenth Century; and on the 31st, The Knickknackery or Laboratory, a lecture on the early days of the Ashmolean, which is the oldest museum in the country.

Children can listen to viols, lutes, crumhorns and also examine some of the instruments in the Dolmetsch Collection. Participants are asked to bring light shoes for dancing and guitars or recorders if they have them. Tickets are £1. Advance bookings can be made on 01-699 4911.

There's another Dolmetsch fundraising event on January 3 when James Blade gives a talk and performance on The Wonderful World of Percussion at the Purcell Room, South Bank, SE1 (01-928 3191). Tickets are £2.00 and £1.50. The Horniman is closed to the public on December 24, 25 and 26, but is open for the Boxing Day lecture Man and the Sea at 2.15 pm.

Kenwood House, Hampstead Lane, NW3 (01-348 1286) has a special workshop project, 10.30 am to 12.00 noon, from January 4-8. Dido and Elizabeth: Lord Mansfield's Nieces is the basis for a talk and discussion on the lives of black children living in this country in the eighteenth century. Some were slaves and servants in households like that of Lord Mansfield at Kenwood, where Dido Bell was a companion to Lady Elizabeth Murray. Admission is free and bookings should be made in advance to Mrs Adams (01-582 9027).

The workshops are being run for schools bookings from January 11. In addition to the morning project there are worksheets on Discovering Kenwood and a Painting Ourselves workshop from 2.0 pm to 3.30 pm.

Make Your Own Transport Plaque is the Christmas Holiday workshop at the London Transport Museum, Central Market Square, WC2 (01-379 6344). The 2-hour sessions will be held twice daily from January 4-8. A fee of £2 will cover admission, all materials, instruction and refreshments. There will also be film shows daily from December 28 to January 3.

At the Museum of London, London Wall, EC2 (01-600 3699) there is a series of free films and quizzes, all connected with the exhibition London's Flying Start which looks at

make, based on The Story of St. Nicholas and other Christmas Traditions. On January 2 there's a Traditional Punch and Judy Show with Toby. All events begin at 2.30 pm, admission is free and tickets are not needed.

Storytelling sessions with stories from around the world will be the special holiday activity at the Commonwealth Institute, Kensington High Street, W8 (01-602 3252). The sessions will be held at 11.15 am and 3.00 pm on December 29, 30 and 31, and January 2, and at 2.30 pm and 4.0 pm on January 3. Admission is free.

There is also a Christmas quiz available throughout the holiday until January 7 on the theme Seen But Not Heard which focuses on children in 14 National Gallery paintings. Children can also take part in a self-portrait competition on until January 31. All events at the National Gallery are free.

To Entertain a King is the holiday project at the National Portrait Gallery, St Martin's Place, WC2 (01-930 1552 x 53). On December 29, 30 and 31, 1.30 am to 4.30 pm. Children aged between 8-14 will enact an entertainment for the first Tudor King, Henry VIII, with music, a Guild play and court dances, taking the parts of apprentices and foreign merchants. It all involves decorating the hall, making masks and head-dresses and playing any musical instruments children might take with them. Tickets are free but should be obtained in advance.

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the pioneers of early aviation in London. There is also a slide-tape presentation, The Four Seasons of London on December 30 at 11.0 am and on December 31 at 2.30 pm.

The National Gallery, Trafalgar Square, WC2 (01-839 3321) has a variety of holiday events. Foremost is the entertainment, Meet the Artist: Thomas Gainsborough, in which the painter re-enacts a studio setting of 1785 as he begins work on The Morning Walk, discusses his technique and gossips about contemporaries such as Reynolds, Garrick and Johann Christian Bach. The whole performance heightened by atmospheric lighting and noises. It takes place at 11.00 am and 1.30 pm on December 21-23, 28-31 and January 4-7, 21 and 22 December are bookable by school parties only, otherwise seats are on a first come first served basis.

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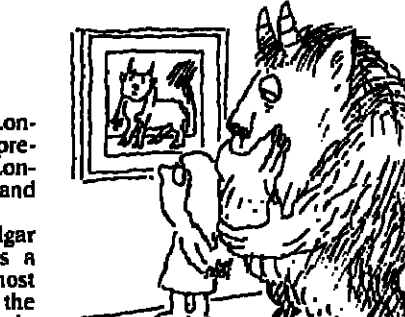
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Beasts

obtained with an SAE from Catherine Oakes at the Museum.

The Geffrye Museum, Kingsland Road, E2 (01-739 8368) has a series of workshop events. On December 19 at 2.30 pm there is A Stuart Christmas. On December 23 there are puppet shows at 11.00 am and 2.00 pm and on December 30 and 31 there are Christmas puzzle sheets all day. Christmas Customs is the final event at 2.30 pm on January 2. All are free.

Light Entertainment is a demonstration of light, sight and colour, for children 8-12, and accompanying adults at the Science Museum, Exhibition Road, SW7 (01-589 3456). It takes place at 3.00 pm from December 28-31 and on January 2. Tickets are free in advance with an SAE from the Education Department.

The Imperial War Museum, Lambeth Road, SE1 (01-735 8922) has quiz sheets and free Christmas films throughout the holidays.

The National Maritime Museum, Romney Road, SE10 (01-858 4422) offers a daily programme of free films at 2.30 pm and the British Museum, Great Russell Street, WC1 (01-636 1555) will have its special Christmas exhibition for children, the Ancient Olympic Games Display for which extensive teacher's notes are available. The BBC Chronicle film, The First Olympics will be shown at 3.30 pm on December 29, 30 and 31 and January 5-8.

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Man and the sea.

All the events at the Horniman Museum, London Road, Forest Hill, SE23 (01-699 2339) are connected with the Museum's current exhibition, the Dolmetsch Collection of early European musical instruments, which in turn is part of a fund-raising appeal to buy the collection. For the Queen's Pleasure is a day workshop from 11.00 am to 4.00 pm on December 19. It aims to recreate an Elizabethan Christmas with music and dancing.

Children can listen to viols, lutes, crumhorns and also examine some of the instruments in the Dolmetsch Collection. Participants are asked to bring light shoes for dancing and guitars or recorders if they have them. Tickets are £1. Advance bookings can be made on 01-699 4911.

There's another Dolmetsch fundraising event on January 3 when James Blade gives a talk and performance on The Wonderful World of Percussion at the Purcell Room, South Bank, SE1 (01-928 3191). Tickets are £2.00 and £1.50. The Horniman is closed to the public on December 24, 25 and 26, but is open for the Boxing Day lecture Man and the Sea at 2.15 pm.

Kenwood House, Hampstead Lane, NW3 (01-348 1286) has a special workshop project, 10.30 am to 12.00 noon, from January 4-8. Dido and Elizabeth: Lord Mansfield's Nieces is the basis for a talk and discussion on the lives of black children living in this country in the eighteenth century. Some were slaves and servants in households like that of Lord Mansfield at Kenwood, where Dido Bell was a companion to Lady Elizabeth Murray. Admission is free and bookings should be made in advance to Mrs Adams (01-582 9027).

The workshops are being run for schools bookings from January 11. In addition to the morning project there are worksheets on Discovering Kenwood and a Painting Ourselves workshop from 2.0 pm to 3.30 pm.

Make Your Own Transport Plaque is the Christmas Holiday workshop at the London Transport Museum, Central Market Square, WC2 (01-379 6344). The 2-hour sessions will be held twice daily from January 4-8. A fee of £2 will cover admission, all materials, instruction and refreshments. There will also be film shows daily from December 28 to January 3.

At the Museum of London, London Wall, EC2 (01-600 3699) there is a series of free films and quizzes, all connected with the exhibition London's Flying Start which looks at

make, based on The Story of St. Nicholas and other Christmas Traditions. On January 2 there's a Traditional Punch and Judy Show with Toby. All events begin at 2.30 pm, admission is free and tickets are not needed.

Storytelling sessions with stories from around the world will be the special holiday activity at the Commonwealth Institute, Kensington High Street, W8 (01-602 3252). The sessions will be held at 11.15 am and 3.00 pm on December 29, 30 and 31, and January 2, and at 2.30 pm and 4.0 pm on January 3. Admission is free.

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media

Science and respect for the audience

by Philip Hÿtch

ETV
Science Workshop
BBC 1: Wednesdays 9.38 - 10.00
Science Workshop (book), by Irene Finch.
Longman Group Limited, by arrangement with the BBC.

Science Workshop consists of a class text and a series of 24 television programmes. It is aimed at top juniors. The publishers say it is possible to use the book independently, and on reflection, I would endorse that claim. Irene Finch, who is both the author of the book and the series adviser, has gone to the familiar rather than to the esoteric for her content. Her topic headings are unpretentious - "Fruit & Veg", "Cleaning", "Stability", "Sound", "Electricity", and so on. Nevertheless this little book (only 48 pages, but densely written) gets to the heart of the scientific enterprise in a way which eludes some of its glossier rivals.

From the very first page the reader is actively involved in practices which scientists would applaud, such as cutting up a chosen vegetable and using a lens correctly to study its structure before attempting an accu-

rate drawing. This is an encouraging start, and is typical of what follows as children are introduced to processes such as classifying, defining, and testing.

The overall tone is direct and unfussy, with a complete absence of condescension. A lighthearted touch, conveyed through some well chosen cartoons, is welcome in suggesting that scientists appreciate a good joke just like other humans. This matter-of-fact tone, nothing like so easy to achieve as it might seem, enables new concepts and new vocabulary to be introduced in a way which promotes confidence.

In the section on "Stability", for example, we find that "They tested the car three times. The results varied a little, so they used the median (middle) measurement". The notion of what constitutes a fair test is embodied here, as well as the young scientists will cope readily with both. This sense of respect for the reader is as welcome as it is rare.

The range of topics is carefully controlled and makes good use of what is readily to hand, though often finding fresh ways of approaching familiar things. I particularly like the "track" concept and the way it is related to maps, using examples

from school, home and neighbourhood.

It all looks enjoyable and possible for all but the least adventurous teacher. Opportunities for discussion abound. Materials (conveniently listed on the inside back cover) are readily available or cheaply obtainable. This is a splendid workbook for young scientists, even when used without television accompaniment.

The television programmes refer to the book at appropriate points, and one recognises the influence which the book has had in keeping the programmes on the rails. There is a temptation for television to indulge itself with fascinating but not wholly relevant film or gadgets. There are some traces of this tendency. In the third programme, on the properties of materials, the temptation to run a sequence from *Dr Who* proved too strong to resist, though the point had already been made.

Overall, however, there is a strong sense of shared objectives between book and television series. The programmes have the same qualities that contribute to a unified approach to scientific method. An early programme told the fascinating story of the development of the British rival to the American Baked Bean. It illustrated most effectively the way sci-

tists go about their work. The sequence on classifying miscellaneous materials was equally edifying, though I did wonder why function was not employed as a criterion.

In the best *Blue Peter* tradition the three presenters entered into the spirit of it all and did not shirk the dirty jobs. When Lilian announced, emptying her dustbin into the refuse vehicle, that she had already been working for four hours, I was quite ready to believe her.

I did sometimes wonder whether the programmes were a shade information-heavy, in marked (and perhaps calculated) contrast to the book. When presented with one technological wonder after another it is easy to lose the edge of one's concentration.

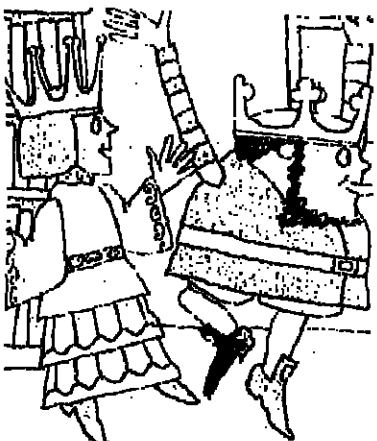
More opportunities to challenge children with questions at the end of each programme, to be discussed in the next, would have been very welcome. The series as a whole conveyed the same strong sense of respect for the audience as the workbook did, which is excellent.

This BBC package maintains the very high standard characteristic of schools broadcasts. One sincerely hopes that its potential will be fully exploited by schools.

Scrambling to the top of the tree

Frances Farrer on King Rollo films

My favourite King Rollo story goes as follows. King Rollo says he wants to climb a big tree, but everyone warns him against it. The magician says he'll dirty his hands. Cook says he'll tear his jacket, and Queen Owen says he'll fall and hurt himself. Rollo listens patiently and starts to climb. The cat climbs with him, running up the trunk and upside-down along the branches.



All the spectators go on disapproving as Rollo climbs, falls back, and scrambles on until he reaches the top. "Here I am!" he cries, and tumbles back through the tree to the ground, where he sits grinning. "I told you that you'd dirty your hands/tear your jacket/fall and hurt yourself," they say. "But I said I'd climb to the top," says the King.

King Rollo is the best known of several characters created by cartoonist David McKee, originally for children's books and now primarily for animated cartoons which are made by a small production company called King Rollo Films. Other stories are written and drawn by other artists. Victor and Maria, a bear and a little girl, have adventures rather similar to the King's. Towser is an amiable dog who does helpful things almost by accident. The feeling from them all is very positive - fantasy without sentimentality.

King Rollo films have now been sold to 23 countries including several in Eastern Europe, and since Eastern Europeans are traditionally the best animators in the world this is especially pleasing. The "King Rollo" series has been sold to the BBC; ITV have recently purchased the network rights to "Victor and Maria" and "Towser" for the next five years;

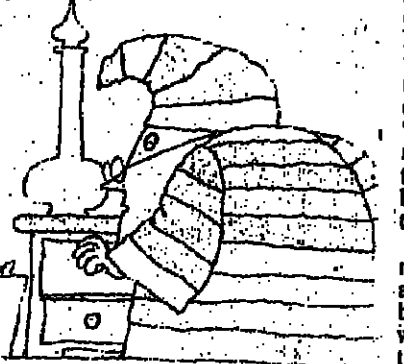
and CBS have bought world video rights for King Rollo and Victor and Maria. This quantity of sales is essential since prices bear very little relation to costs. The BBC fee, one of the better ones, represents about one-seventh of production costs.

All the same, success is always gratifying, more particularly because the accepted quality of mass-produced cartoons and animations for children's television in recent years has tended to be very poor. Earlier this year McKee and the two other people in the company took their films to Cannes where they did very well despite meeting with a lot of misconceptions.

"Everybody wants different things from children's films," says David McKee. "They want them to have morals, or to teach things, or to be full of action - by which they mean violence. Luckily what we want is often what kids want. They want magicians and dragons."

Though there are not always literally magicians and dragons, there is always the combination of imagination and pragmatism that children love. In one of the Victor and Maria films, for example, the bear Victor (who wears only a hat) goes into a gentleman's outfitter to buy a coat. The sales assistant brings several coats and Victor tries them on, but buys a tie. This surprises the salesman (adult) but to Victor and Maria, the bear and the child, the choice is obvious and satisfactory: Victor prefers the tie. They go out, and Victor struts a little with his sartorial success.

Three people form the nucleus of King Rollo Films. David McKee is responsible for the origination. Leo Belfoit animates the films, and Clive Juster is the editor and business manager. They sail very close to the



wind financially, but have turned down attractive offers from American producers, because they were afraid of loss of quality.

Whether these fears were justified or not, quality has been maintained. The visual detail is often exquisite. In *The Birthday*, King Rollo, encouraged by the cook, makes a card for Queen Owen. He scratches his head with his pen and the cat mirrors him precisely, scratching its head with its tail. The King decides on water colours, which are shown as being marbled. As he works, King Rollo tips his crown to the back of his head, for concentration.

To say that there is a conscious moral code suggests anaemia, which is not the case, but one does always find simple virtues being praised, and people and animals being helpful and friendly. Characters are encouraged to do things independently - "I won't always be here to tie your laces", says the magician to King Rollo - though when they suggest their own adventures, as in the tree story, the potential dangers are pointed out.

Showing-off tends to be discouraged. In one of the Rollo stories the King is out walking with the magician and sees a farmer eating bread. He wants to impress the farmer with the skill of the magician and so has the bread changed into all sorts of exotic food which the farmer rejects. "Please give me my bread back," says, and in the end they do. All three share the bread. It was baked by the farmer's wife and is exceptionally good.

Success without compromise is a major achievement. David McKee and Leo Belfoit look rather puzzled by such phrases, however. "Basically we just do it because we enjoy it," they say. "There wouldn't be any point otherwise."

Lives and lenses

by Peter Dormer

FILM
Return Journey
Colour. 16mm. 43 minutes
For hire from Arts Council Film Library or Concord Films, 201 Felixstowe Road, Ipswich, Suffolk IP3 9BJ

Return Journey is a film about documentary photographers. Two are old men, Humphrey Spender is upper class, brought up by nannies to beware the working class and its guttersnipe children; the other, Jimmy Forsyth, is a working class amateur who has been taking photographs of Scotswood in Newcastle since 1945.

Spender is tall and elegant in the untidy English intellectual manner, confident before the camera, and equally at ease in a pub or an art gallery. Forsyth is very thin, hunched up, diffident.

During the thirties, Spender took photographs for the organization called Mass Observation which was set up to record northern industrial working class behaviour: it was an anthropological excursion into the North of England. Today this approach is discredited but *Return Journey* makes it clear that class divisions 40 years ago were such that the "natives" in the Empire. Mass Observation hoped that the knowledge gained could be used to improve conditions.

Thousands of Spender's negatives were never printed, but were stored away in an archive at Sussex University to reappear 40 years on thanks to the research of the University's then artist-in-residence, Derek Smith. Smith is the third of the film's subjects. He was born in 1953 and brought up in the North East. In 1976 Smith was voted Young Photographer of the Year by the Royal Photographic Society for a sequence of photographs documenting the break-up of communities through slum clearance. He discovered Jimmy Forsyth's first exhibition - a show of photographs of the fifties.

Several anecdotes are well illustrated with photographs. Spender recalls the photo essay he did for *Picture Post* about the living conditions of Newcastle's poor. Objections from the Mayor and the City Council led *Picture Post* to publish a second photo essay, without comment, of the scenes chosen by the Council, but the second essay merely pointed up the veracity of the first.

What happens in a stately home when the tourists have gone? Phil Drabble and Joe Henson describe the traditional way the 35,000 acres are managed and Angela Rippon learns the secrets of the ornamental water scheme in the gardens.

Briefings

Radio and TV

Week beginning Dec. 18

Continuing education

Wegweiser (Sunday, 16.30 VHF 4)
The second of three holiday programmes, for those who have been following this second stage German course, looks at winter sports in Germany.

Ensemble (Sunday, 17.30 VHF 4)
The first of three extra programmes for beginner French students. Revises the main topics and introduces a three-part serial.

General interest

Robert of Canterbury (Sunday, 22.15 BBC1)

A portrait of the 102nd Archbishop of Canterbury, Dr. Robert Runcie. Goes behind the scenes to show the public figure and the private man.

Why Don't You? ... (Monday, 10.25 BBC1)

Ten daily programmes for and with children who want to make the holiday period "less boring". Collections of bus tickets, badges and circus magazines, a seven year old teacher of jujitsu and a thirteen year old who drives his own hovercraft are all included.

Prince Philip at Pebble Mill (Monday, 13.00 BBC1)

An interview with Prince Philip, the president of the World Wildlife Fund, who says The Fund's income is peanuts. The programme goes on to show how safe-breeding areas for a variety of birds have been created on the royal estates.

One Hundred Great Paintings (Monday, 19.10 BBC2)

A new series featuring 15 of the world's greatest paintings. Over the next three weeks the subjects covered are children, processions and music. Leonardo da Vinci's "Madonna and Child" is featured on Christmas Day.

A Question of Equality (Tuesday, 19.25 BBC2)

Thus our education system gives undue attention and prestige to the academically and verbally gifted? Should there have been more expansion in technical colleges? Sir Alec Smith, formerly Director of the Schools Council, and David Moore, Principal of Nelson and Colne College of Further Education, urge the destruction of the academic elite.

Nationwide Carol Competition (Wednesday, 18.00 BBC1)

The sixth year of this competition has some 3,000 entries of carols composed by young people. The six finalists are judged by Andrew Lloyd Webber and the Preceptor of Wells Cathedral in the cathedral itself.

Week beginning Dec. 25

The World About Us (Saturday, 9.20 BBC1)

"The Curious Cat" features four feral cats, studied and filmed over a year on farmland in Devon. The project was under the supervision of the department of Zoology, at Oxford and filmed by the BBC's Natural History Unit in Bristol.

Guernica (Monday, 21.00 BBC2)

The story of Picasso's famous painting, from inspiration to eventual arrival at the Prado in Madrid forty years later. Includes interviews with survivors of the 1937 massacre and describes how long arguments and negotiations brought the masterpiece home.

In the Country: Chatsworth (Friday, 19.25 BBC2)

What happens in a stately home when the tourists have gone? Phil Drabble and Joe Henson describe the traditional way the 35,000 acres are managed and Angela Rippon learns the secrets of the ornamental water scheme in the gardens.

Inspiration and perspiration

Susan Thomas on the Enrichment Triad, a widely used model for the education of gifted children in the US

Thomas Alva Edison, who tried 100 chances before he chose tungsten for his lamp filament, said "Genius is one per cent inspiration, 99 per cent perspiration". Professor Joseph Renzulli, Professor of Educational Psychology at the University of Connecticut, would probably amend that to "one third inspiration, one third perspiration and one third ability". A genius, he says, "is only good for inventing things IQ scores".

While supporters of state provision for gifted children were still reeling from the closure of the Nottinghamshire Project, Professor Renzulli, author of *The Enrichment Triad* and a leading authority on the education of the gifted, passed through London. He stopped just long enough to talk about his non elitist, open ended alternative to acceleration, as used with 5-13 year olds in the US.

The system works on the assumption that to benefit from special provision, a child must be of above average ability, creativity and "task commitment". Does this mean that only children who possess all three are allowed to use the extra resources provided by the special teacher? "Not at all. The teacher is there to develop motivation. We don't walk around with task commitment."

The Triad has, of course, three types of special provision. The first two are designed to introduce the child to a wide range of activities and improve their performance. They are the hands of the class teacher. She organises sessions with an audiologist, playwright or photographer and class visits to a ballet or construction site. How do you know that you are a poet or a designer if you have never tried?

She also runs creativity and problem solving sessions on brainstorming, classification, analysis and group skills. The whole class benefits from these, and anyone inspired to engage further, and bright enough to

use the extra resources provided by the special teacher? "Not at all. The teacher is there to develop motivation. We don't walk around with task commitment."

The list of activities quoted by Professor Renzulli is wide-ranging. Two 13 year olds researched the air flow pattern over a proposed new highway, showing that petrol fumes were a potential hazard to the adjacent reservoir. They submitted their findings to an action group and succeeded in re-routing the road.

A group of 6-8 year olds studied the aesthetic and ecological features of the endangered dragonfly, sent a white paper to 110 legislators and waged a public information campaign with T-shirts, media coverage and bumper stickers. A law was passed making the dragonfly the official insect of the state.

"If you mean that we don't de-



Making available a wide range of stimulus. How can you know that you are to be a musician if you have never tried? A young violinist at the ILEA Centre for Young Musicians classes for primary children.

be able to compact the normal school work, may use the Resource Room for 10 school hours a week for up to 18 months.

Once in the Resource Room the children become young professionals. Adults are unlikely to do research for its own sake, and children need an audience too. Thus they first specify their general area of study, precise area of interest, target audience, and form of presentation, as well as the resources which they expect to use.

The teacher helps to place the finished product with a local newspaper, radio or TV station, museum or national magazine. When a child meets rejection it is the teacher who helps him to come back fighting. There would seem to be a risk that with children researching a target audience and turning out acceptable products, they will become a race of gifted conformists geared to fit into our faulty society rather than question it.

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"If you mean that we don't de-

velop exclusively abstract thinkers," said the Professor, "I would argue that nobody has ever listened to philosophers, but if someone designs and efficient non-pollutant fuel then society takes notice."

Professor Renzulli has now developed "Revolving Door", a scheme which opens the Resource Room to many more children. Most states fund extra resources for gifted children. If they make a cut-off point of 125 ("The you have it and you don't syndrome") only 5 per cent of the school population can use the extra resources.

Revolving Door quadruples the number. A child who is well motivated but not gifted may qualify to do research by virtue of her task commitment. At the end of the project, she will finish and leave space for another child. Some children who are highly motivated and very able may have an almost uninterrupted stay, others only a few sessions in their entire school career.

This approach, and the work it involves, cuts down elitist criticism, satisfies more parents, encourages class teachers to develop talent spotting skills and incidentally supports Dr Johnson's belief that "True genius is a mind of large general powers, accidentally determined to some particular direction".

But it requires "resource dollars", an interested and supportive local community, and open minded, adventurous teaching. It is probably easier to implement in a child-centred American society. It is however a happier answer than our current arrangement which offer free places for high achievers and stagnation for potential geniuses.

The National Association for Gifted Children in this country.



Photographs by Susan Thomas

endpage

Pacifist signals

Liz Heron on the Pacifica network, a public subscription radio station

Still foreign to Britain, though with a campaign for its adoption underway, public-subscription radio is an established reality in a number of other countries. Foremost among them are the United States and Canada; Australia, where it was licensed in 1975; and a cluster of European countries, including Italy, and more recently Ireland, Belgium, Sweden and France.

In the United States it has a history that goes back to 1948, when what is now the Pacifica network founded its first station in Berkeley, California and pioneered the concept of broadcasting funded by listeners' voluntary subscriptions. Its other significant innovation was to provide educational programming for general audiences. Behind this was a radical pacifist impulse that was informed by a belief in education as a key to understanding and ending world conflict. It set out to model itself on the BBC, then a beacon of public service broadcasting. In the fifties, flying in the face of McCarthyism, it took stand as an outlet for blacklisted figures like Paul Robeson and Pete Seeger. It promoted black culture, blues and jazz.

In its wake there followed a proliferation of public-subscription radio, embracing a wide variety of formats, and later public-subscription television. Pacifica itself grew to number five stations - in Berkeley, Los Angeles, Houston, New York and Washington.

Among Pacifica's founders were a number of academics but the station's original somewhat academic character subsequently gave way to a more popular, less weighty style and it evolved into a form of what can be called community radio, still maintaining its original principles and its commitment to education. It was the events of the Sixties that influenced this development, as the network took on board the concerns of a younger audience.

Pacifica stations broadcast around the clock, seven days a week. At KPFA, the Los Angeles station, programming is a diverse mixture. A substantial slab of it is taken up with music programmes covering an enormous range of forms and styles. As well as classical and jazz, with live concert and opera broadcasts, there are programmes featuring folk music from many parts of the world and all varieties of American regional music, from Cajun to Bluegrass to Native American and Eskimo.

News programmes include in-depth investigations and a good deal of local watchdog reporting on issues like planning, pollution and local politics and there is broad coverage of the mainstream and fringe cultural scenes. A weekly programme called Mediawatch casts a critical eye over developments in the electronic media and probes what's happening behind the scenes; with Hollywood right on the doorstep the film industry comes in for a good deal of scrutiny. Pacifica is proud of its international coverage and there is an emphasis on "Third World" issues and political and social movements.

Scheduling mixes well-defined, regular advance programming with segments that are more open-ended so that discussions need not be curtailed or interviews needlessly cut short. It's part of Pacifica's open approach. There are regular ethnic, feminist and other "minority" interest programmes. Some of these are in the hands of access groups like the "Gay Radio Collective" and "Physicians for Social Responsibility". Pacifica's concern with promoting and extending public education and debate on both general social issues and questions of national and international significance has also been evident in its series of "teach-ins" - broadcast open symposia - on such topics as "Women's Rights", "Health Hazards at Work", "Northern Ireland" and "El Salvador".

While stressing openness and participation, the bulk of programming

reflects professional broadcasting styles. The 24 paid staff, eight of them part-time, are backed up by a large volunteer force. Around a hundred volunteers are involved in programme-making and scores of others give time to clerical, administrative and fund-raising work. There are 20 "chapters" of the "Friends of KPFA".

The station has 100,000 listeners a week. Last year subscriptions (30 dollars annually for employed people, less for other groups like the unemployed) raised 470,000 dollars. Until the early Seventies, there was no government involvement in funding, but in the last few years income generated has been matched by grants from the Corporation for Public Broadcasting - a federal agency. So far, so good, but in 1983 President Reagan's first cuts will make a severe dent in finance for public broadcasting. It will mean a nine million dollar cut in the CPB's grant in public radio (currently totalling 13 million), so Pacifica can expect to be badly hit.

Federal cuts have already dealt a blow to Pacifica's Washington station, with the loss of a 200,000 dollar job creation grant. Another, crucial source of funds is threatened: the National Telecommunications Agency's facilities programme, which has helped promote the growth of community radio and has funded minority and women's projects.

The loosely regulated free market context of American broadcasting that allows the existence of such alternatives as Pacifica also affords the conditions for commercial stations and commercial interests to dominate the airwaves virtually unchecked. And it does look as if the alternatives will be even more marginalized as the spectrum narrows in the wake of the Federal Communications Commission's abandonment of the requirement that commercial stations carry a minimum proportion of news and current affairs, that they limit their output of commercials to a certain level and that they be mindful of their "service to the community".

Also recent is the Supreme Court ruling that station owners have *carpe blanche* in how they shape their outputs, with the possible outcome that all the stations in one city might engage in a ratings war to draw advertisers, broadcasting the same unflattering bland pop and prattle, night and day.

Yet all of these threats and imminent financial difficulties have only given Pacifica a sharper direction and an increased determination not to be edged out and starved of funds. Its latest fund-raising drive proved so successful that it could afford an increase in staff salaries - the first in nearly four years.

Difficult though it may be to imagine a similar enterprise within the more tightly regulated structures of British Broadcasting, there is at least one current campaign for an open radio station based on listener sponsorship. The London Open Radio campaign feels that it has some grounds for hoping that a licence for experimental broadcasting will be forthcoming - in the Home Office Local Radio Working Party Reports, the third of which was published in December 1980, and is convinced that its projected coverage of the many audience interests and needs that are not provided for by existing commercial radio would ensure financial survival through listener support.

Albeit in a different cultural context, the Pacifica experience holds valuable lessons for those embarking on any similar venture here - like its approach to the thorny question of combining professionalism with volunteer involvement and the sharing of skills.

The photographs for the Endpage article on Hallowe'en in America, which appeared in the TES of 30 October, were taken by Sally Greenhill.

الشرق الأوسط

ADMINISTRATION L.E.A.
continued

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
INSPECTOR FOR CHILDREN
WITH SPECIAL NEEDS
Soulbury School (HT/10)
£13,596 - £15,315.

Candidates should be suitably qualified and have a wide experience of education of handicapped children.

Further particulars and application forms to be returned to the Chief Education Officer, Staffordshire County Council, Education Committee, 100, Victoria Road, Stoke-on-Trent, Staffs. ST4 6JF, by 10.00 a.m. on 22nd January 1982.

All applicants are asked to note that it is the County Council's policy to recruit on a full-time basis.

THE RUGBY LEAGUE NATIONAL COACHING SCHEME

Is now in a position to appoint a

FULL-TIME DIRECTOR OF COACHING

Applicants should have appropriate experience in coaching and physical education with proven administrative ability, and it would be advantageous to have played Rugby at a high level.

Commensurate salary and conditions of service will be negotiable for this key post.

Applicants should write in confidence giving full personal details and qualifications before 14th January, 1982 to:

The Secretary
The British Amateur Rugby League Association
Britannia Building
3 Upperhead Row
Huddersfield

With the envelope clearly marked "Director of Coaching".

DEPARTMENT OF EDUCATION & SCIENCE

HM Inspectors of Schools

— Special Education

Applications are invited for men and women, preferably between 35-45, for appointment as HM Inspectors with a major commitment to special education.

The range of responsibilities include inspecting and advising schools and colleges, consulting with local educational authorities, contributing to in-service training, and working with organisations concerned with children and students with special educational needs. The major purpose of these and other activities is to provide professional advice to the Department of Education and Science. As well as carrying out these functions in respect of special education, HM Inspectors will also be involved in the inspection of schools.

While a broad knowledge of special education together with relevant experience are essential, applications are particularly invited from candidates with experience in the education of children with visual, hearing and physical impairments, or with moderate and severe learning difficulties. Experience of work in both ordinary and special schools and with the 14-19 age range would be assets.

Starting salary, within the range £13,218-£18,761 (higher in London). Higher posts are filled by promotion.

Application forms (to be returned by 31/01/82) and further information may be obtained from Miss J. D. Church, Department of Education and Science, Room 102, Elizabeth House, 29 York Road, London, SE1 7PH, telephone 01-222 2222, extensions 2237 or 2788. Please quote 4981.

HEAD OF CHILD CARE

Whitehaven
£7,620 to £8,466

Applications are invited from suitably qualified and experienced Child Care Officers for this new post at Ingwell School, Moor Row, near Whitehaven. Ingwell is a mixed residential special school for 90 pupils in the 5-16 age range.

The school caters for children with moderate learning difficulties who, in many cases, have associated and/or social problems. It is currently moving over from a teacher-based pattern in out-of-school hours to one involving a team of professional child care staff. This presents a challenge to the leadership of the team, is a crucial one in ensuring the success of the new regime.

Further details and application form, returnable by 6th January, 1982, from Director of Education, 5 Portland Square, Carlisle, CA1 1PU. Please quote ref: ONTP/TES



BUCKINGHAMSHIRE
COUNTY COUNCIL
SPECIAL EDUCATION OFFICER
FOR THE TENDON/DOVER
SALARY: £9,500 - £10,500
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